DOCUMENT RESUME

ED 181 694 EC 122 857

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TITLE Implementing Criterion-Referenced Referral and Placement of Special Education Students in Fifteen School Districts Through Development and Application of an Administrative System.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE Apr 79
NOTE 144p.; Individual Practicum Report, Nova University

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Guides; Doctoral Theses; *Due Process; Elementary Secondary Education; Federal Legislation; *Handicapped Children; Performance Based Education; *Program Descriptions; *Referral; *Student Placement
IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

The report, over one third of which consists of various letters and forms, describes a project which developed and implemented a criterion referenced referral and placement system for handicapped children in 15 rural Georgia school districts. An administrator's guide describing the procedures for referral and placement of handicapped children as mandated by the Education for All Handicaped Children Act (P.L. 94-142) was developed and reviewed at staff development sessions with 124 school district administrators, whose schools also received technical assistance from the staff of the Chattahoochee-Flint Cooperative Educational Service Agency. A total of 2,504 handicapped children in 137 special education classes were involved in the project. An internal and external evaluation showed that the number of inappropriately placed students was reduced from 18% to 4.4% as a result of the project. The procedure developed was shown to insure proper referral and placement of handicapped students with adherence to due process and procedural safeguards as documented in individual students' records. (Author/DLS)

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IMPLEMENTING CRITERION-REFERENCED REFERRAL AND PLACEMENT OF SPECIAL EDUCATION STUDENTS IN FIFTEEN SCHOOL DISTRICTS THROUGH DEVELOPMENT AND APPLICATION OF AN ADMINISTRATIVE SYSTEM

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Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University

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Individual Practicum Report
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CHAPTER I

INTRODUCTION

The Chattahoochee-Flint Cooperative Educational Service Agency serves sixteen rural school districts in south central Georgia. The sixteen districts have a student enrollment of approximately 28,000 students. The local districts cover approximately 5,000 square miles and are comprised of 67 schools.

The special education staff of the Chattahoochee-Flint CESA provides consultive services to the local districts at the administrative and classroom level. The direct administrative responsibility for the special education program lies with the local school district superintendent or an appointed contact person who is usually the curriculum director or visiting teacher. In all cases, the local person responsibile for special education is not a trained or certified special educator.

Services for all areas of exceptionality are available in at least one district. Several shared programs are operating, including a regional center for trainable mentally retarded children in seven of the districts.

The practicum participant serves as the Director of Special Education with the Chattahoochee-Flint CESA. The

special education staff consists of the Director, two Coordinators of Special Education, one Coordinator of Psychological Services, and four Psychometrists.

CHAPTER II

STATEMENT OF THE PROBLEM

Recent enactment of state and federal legislation has mandated full educational opportunities for all handicapped children. Adequate Program for Education in Georgia, Section 32-605a, Special Education, mandates educational services for all school aged handicapped children by July 1, 1977. The Education for All Handicapped Children Act of 1975 (Public Law 94-142) and the previous Education Amendments of 1974 (Public Law 93-380) have required educational services for all handicapped children. The more comprehensive act, Public Law 94-142, is explict concerning requirements for providing an appropriate public education for all handicapped children with a deadline of September 1, 1978.

Responsibility for the special education program in the Chattahoochee-Flint CESA district has been with the individual principals and a local contact person designated by the superintendent. None of the sixteen school districts in the Chattahoochee-Flint CESA area are large enough to earn full-time special education administrators from state funding. All professional special education leadership is provided by the CESA program. Each local district has assigned the responsibility of the special education program to a contact

person who has other duties such as curriculum director or visiting teacher.

Response to the state and federal mandates were varied in each school district. Some principals had viewed the special education program as a means of developing each child to his maximum potential, whereas others had used the program to remove disruptive and problem children from the regular class program. Procedures of referral, placement, and program operation varied greatly in each district and even in each school.

The extreme variances in procedures resulted in a great number of children being inappropriately placed. In a survey conducted in the fall of 1976, 35 percent of the children enrolled in classes for the mentally retarded did not meet the state criteria for eligibility. In addition, many classes for Learning Disabled and Behavior Disordered children were filled with inappropriate children. Although the state's rules and regulations were provided to all districts, little adherence to the procedures was apparent.

In April 1977, at the request of the CESA superintendents, a needs assessment was conducted in the sixteen counties for special education. One of the major areas identified by the needs assessment committee was in the lack of a defined referral and placement procedure. Although a procedure was outlined by the State Department of Education, no evidence of consistent adherence was observed.

As part of the state's Annual Program Plan under Public Law 94-142, five of the sixteen school districts were monitored by the State Department of Education in relation to their compliance with the federal law and procedures. In all five districts, problems existed in the referral and placement procedures. Numerous partial compliance ratings were given in the areas of Due Process procedures and Procedural Safeguards.

Various efforts had been made to correct the problem, such as distribution of state and federal regulations. It was obvious that the local districts were unable to formulate clear administrative procedures for dealing with children suspected of having special needs or handicaps. A review of student information from the 1977-78 school year showed that approximately 350 of the 1,920 handicapped children enrolled in special education classes did not meet the state and federal criteria for eligibility for placement into the program. Although this showed an improvement over the 1976-77 survey, the number of children being incorrectly placed was much too large. Additionally, the review indicated that a large percentage of the student's records were incomplete regarding such things as parent consent forms, staffing minutes, IEP's, and evaluation data. A simple, step-by-step administrative procedure for referral and placement was needed to assist the local districts in complying with state and federal requirements. The existing procedures and the

potential harmful effects on the children had to be corrected.

The referral and placement procedures were the target of this practicum. Although it was recognized that other problems existed in the special education programs, the referral and placement procedures were believed to be at the base of the special education program. If this initial level of operation is not adequate, the entire program suffers.

The target population for this practicum involved 2,504 handicapped children enrolled or placed in 137 special education classes in the fifteen participating school district. One of the largest of the sixteen districts served by the Chattahoochee-Flint CESA developed a procedure of their own and elected not to participate in the practicum effort.

CHAPTER III

STATEMENT OF THE OBJECTIVES

As a result of this practicum, it was predicted that during the 1978-79 school year in the fifteen school districts:

PRODUCT OBJECTIVE:

1. The number of students inappropriately placed in special education or inadequately documented based on state and federal criteria would be reduced from 18 percent to 6 percent as documented by individual student records.

PROCESS OBJECTIVE:

1. A uniform system of special education referral and placement procedures would exist as evidenced by documentation in individual student records.
2. An administrator's guide for special education procedures would be developed and distributed to all administrators involved in special education programming.
3. Due process and procedural safe-

PROCESS OBJECTIVE: (Continued)

guards would be follwed and documented on all new referrals.

4. Individualized educational assessments and plans would be developed for every child enrolled in special education.

CHAPTER IV

STRATEGY

In reviewing the literature, very little is available concerning standardization of the administrative procedures in the referral and placement process of special education. Various steps in the process have been outlined in the literature and these resource materials were consulted. Of particular value were a manual entitled Functions of the Placement Committee in Special Education: A Resource Manual;[1] Recommended Procedures for the Administration of Special Education in Oregon, Volume I: Procedures and Forms;[2] and The Prince William Model: A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children.[3] The main concern with these sources involved the complexity and detail of the steps of the processes outlined.

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[1] Functions of the Placement Committee in Special Education: A Resource Manual (Washington, D.C.: Association of State Directors of Special Education, 1976).

[2] Recommended Procedures for the Administration of Special Education Programs in Oregon, Volume I: Procedures and Forms (Salem: Oregon State Department of Education, 1977: ERIC Document Reproduction Service, ED 146 762).

[3] The Prince William Model: A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children (Washington, D.C.: National Association of State Directors of Special Education, 1976: ERIC Document Reproduction Service, ED 150 121).

Public Law 94-142, the "Education for All Handicapped Children Act" of 1975, outlines the broad procedures to be followed in providing special education programs in local school districts. Additionally, the final regulations developed by the Department of Health, Education, and Welfare's Office of Education appeared in the Federal Register on Tuesday, August 23, 1977.[4] The regulations outlined the procedures and requirements of Public Law 94-142. Although these two documents provide the framework for developing special education procedures and programs, the complexity of the requirements and the legal language utilized present much difficulty in translation of theory to practice.

Guidelines and procedures had actually been available since August 1974, with additional guidelines and procedures added until recently. This did not appear to have solved the problem of insuring implementation. What appeared to be needed was a simple step-by-step procedure for administrators to follow in the referral and placement process. Procedures provided in all of the documents reviewed were quite involved and complicated. It is easy to see how an elementary school principal could have problems translating the language of the law into a practical procedure in his school in rural south Georgia.

The contention that a change and new interpretation is needed is supported in the literature. Richard Johnson

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[4]U. S. Department of Health, Education, and Welfare, Office of Education Federal Register 42, no. 63, Part II, August 23, 1977, pp. 42474-518.

in his article entitled "Renewal of School Placement Systems for the Handicapped" called for school districts to revise and develop new systems of referral and placement for special education. He points out many of the ills of the current systems utilized by local districts and suggests a model system standardizing procedures on a district-wide basis.[5]

The Educational Testing Services in a report prepared by the Education Policy Institute pointed out that local school districts "cannot be expected to translate principal into practice without considerable assistance from special education experts . . . who can assist local level personnel in understanding the complexities of the law and ensuing regulations."[6] The report further suggests that the "experts" can assist the local level personnel thru seminars, meetings, and training programs.

David P. Riley in a report presented to the Annual Meeting of the American Educational Research Association in 1978 discussed how the Boston Project had responded to the Massachusetts special education law, Chapter 766. The report

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[5]Richard A. Johnson, "Renewal of School Placement Systems for the Handicapped" in Public Policy and the Education of Exceptional Children, ed. Fredrick J. Weintraub (Reston, VA.: The Council for Exceptional Children, 1976), pp. 47-61.

[6]U. S. Department of Health, Education, and Welfare Office of Education, "Changes in Education: Three Policy Papers on the Implementation of the 'Education for All Handicapped Children Act', P. L. 94-142," by Educational Testing Service (Washington, D. C., Government Printing Offices, 1976: ERIC Document Reproduction Service, ED 121 012), p. 18.

emphasized the need to "de-jargonize" the language of the law and to develop renewed procedures for placement and referral.[7] These sources support the need for interpretation of the referral and placement procedures as suggested by the participant.

A major source for the strategy to solve the identified problem was a Nova Practicum Report by Donald P. Parks entitled, "Procedures for Insuring District-Wide Standards in Special Education Programming." Although Mr. Parks was dealing with a single district, many of the same problems existed in the Caroline School District. The use of a manual to standardize procedures with a supporting staff development program appears to have been an effective approach to insuring consistent procedures.[8]

The strategy selected to alleviate the identified problem will involve four phases. Phase one will involve the translation of referral and placement procedures and criteria into a simplified form of a guide. Phase two will include staff development sessions for each local administrator responsible for implementation of special education programs. After the formal review and training sessions,

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[7]David P. Riley, "Policy, Procedures, and Program Development in Response to Chapter 766," paper presented at Annual Meeting of the American Educational Research Association, Toronto, Ontario, March 27, 1977, (ERIC Document Reproduction Service, ED 153 312), pp. 12-14

[8]Donald P. Parks, "Procedures for Insuring District-Wide Standards in Special Education Programming" (Maxi II practicum, Nova University, 1977: ERIC Document Reproduction Service, ED 141 999), p. 6-29.

phase three will involve an informal follow-up technical assistance program to all administrators involved in the training sessions. The fourth and final phase of the practicum efforts will be an internal-external evaluation of the results of the practicum effort. This strategy should insure proper understanding and implementation of required referral and placement procedures.

CHAPTER V

IMPLEMENTATION

Development of the Manual

Actual work on the practicum effort began in May 1978, with efforts to find a solution to the identified problems. Actual efforts in developing the manual and proposal began in July 1978. Numerous procedures and forms were reviewed to determine the best for use in the practicum's guide.

A detailed analysis of the referral and placement steps as outlined in state and federal guidelines was made. From this analysis, a simple step-by-step procedure was developed. The legal language was translated into simple layman's language to the extent possible.

Once a standard step-by-step procedure was outlined, all forms being used in the referral and placement procedure were reviewed. Revisions, deletions, and additions were made as needed. The forms were then numbered in sequence according to the step-by-step procedure. The form names and numbers were included in each of the steps of the procedure. Materials on conducting the staffing, responsibilities of the case manager, and record keeping procedures were included in the manual to support the implementation of the procedure.

The participant was responsible for the review of

forms and procedures. Since only two staff members were available during the months of July and August on a part-time basis, the assistance of the Coordinator of Psychological Services and one of the Coordinators of Special Education was utilized in revising the forms, and the reviewing and editing of the material to be included in the manual. Additionally, the area State Department of Education Consultant reviewed the manual for accuracy and and completeness.

The first draft of the administrator's guide was completed by the first week of September 1978. At that time, two principals, two curriculum directors and two superintendents were asked to review the manual and make suggestions. At the suggestion of the group, one additional form was added to the manual.

During the last week in September, 150 copies of the administrator's guide were printed. The CESA office printed and bound the manuals at an approximate cost of $50.00. The manuals were assembled and bound in loose leaf form to allow for revisions as necessary.

In late October, it was necessary to change the two parent consent forms and the Due Process Hearing form (Forms 02, 03-A, 05-A and 05-B) due to changes in the state's hearing review process. Copies of the revised forms were provided for each manual printed.

Since most of the guides had already been distributed in the staff development sessions, it was necessary to mail copies to the administrators explaining the changes

and asking that the new forms be used to replace the present forms in the administrator's guide.

During the technical assistance visits it was noted that many of the systems were experiencing difficulty with the Learning Disabilities procedures. At the time of the change in the due process hearing procedures, the revised State Rules and Regulations for special education were distributed. Included in the revised regulations was an expanded procedure for the evaluation of Learning Disabled children. Since the implementation of these procedures seemed to be presenting some problems, a section on Specific Learning Disabilities procedures and forms (19 and 20) were added to the guide. Each administrator recieved a copy of these additions to be placed in the administrator's guide.

Since two additions or revisions had been made to the manual by January, the participant decided that no further revisions or additions would be made until the end of the school year unless there were changes in the legal procedures. Revisions and changes seemed to complicate the implementation of the procedures, particularly in those systems where the staff development sessions had been completed.

Staff Development

The second phase of the practicum involved the training of the administrators in the implementation of the procedures. This was accomplished by a series of staff development sessions covering the fifteen school districts.

Beginning in October 1978, the staff development sessions were scheduled to provide all administrators with

the opportunity to receive training in the implementation of special education procedures. Each superintendent was contacted concerning the scheduling of staff development session dates as soon as the manuals were ready for distribution. It was anticipated that eleven sessions would be conducted, with some of the smaller districts combining for the training session. In the event that the smaller disticts did not wish to meet together for the staff development sessions, smaller informal sessions were held, even on a one-to-one basis when necessary. A total of nine administrator workshops and five less formal sessions were held. It was important to provide some training and interpretation to all administrators who were responsible for the implementation of special education programs, including superintendents, curriculum directors, principals, and guidance counselors. A total of 124 persons were involved in the fourteen staff development sessions.

The staff development sessions lasted approximately three hours and each administrator attended only one session. During the sessions, a copy of the manual was provided for each administrator in attendance. In the event that an administrator did not attend a training session, he or she was visited individually and given a copy of the manual and an overview of the procedures.

The two Coordinators of Special Education, the Coordinator of Psychological Services, and the four Psychometrist were involved in a staff development program prior to the sessions for the local districts. A similar format

was followed with more emphasis on the role of the assessment team.

During the staff development sessions, a filmstrip entitled "How the Law Works: Three Case Studies"[9], published by the Council for Exceptional Children was shown to give an overview of Public Law 94-142 and the requirements. Handouts were provided to summarize the major components and requirements of the law.[10] The participants were allowed to ask questions or make comments at this point, or at any time during the training sessions.

The next topic covered was a review of the manual and the procedures to be implemented. Each section of the manual was reviewed and explained. Particular emphasis was given to the referral and placement procedures and the corresponding forms. Overhead transparencies and references to the pages in the manual were used. The importance of the record keeping and documentation was stressed.

A general question and answer session concluded the staff development sessions. Administrators attending the sessions were asked to contact the CESA Special Education staff if assistance was needed in implementing the process. It was suggested that local administrators review the records of children currently enrolled, and re-staff all

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[9]"How the Law Works: Three Case Studies" in Implementing Procedural Safeguards, (Reston, VA: The Council for Exceptional Children, 1977).

[10]Appendix A, pp. 34-51.

children inappropriately placed or lacking documentation for placement.

The practicum participant arranged and attended all staff development sessions. The participant conducted all formal sessions, with assistance from the two Coordinators of Special Education and the Coordinator of Psychological Services. In the event that an administrator was unable to attend a formal session or a small distict requested an individual one-on-one session, responsibility for some of the sessions was assigned to one or all of the three coordinators. All of the large group sessions and three of the small group sessions were completed by the last week in October. The remaining two small group sessions were held in early November. The local districts were very anxious to complete the training sessions as quickly as possible, so that they could begin implementing the new procedures.

It would have been to the advantage of all parties involved if the manuals could have been completed prior to the opening of school and the staff development sessions held during pre-planning week.

Only two one-on-one sessions were required for administrators who were unable to attend the formal sessions. It appears that local superintendents attached extreme importance to the staff development sessions by insuring full participation in nearly every session.

Technical Assistance and Follow-up

Individual visits were made to as many of the admin-

istrators as possible after the staff development sessions. Priority for visits was given to those administrators requesting assistance. The follow-up visits began in October, since most sessions of the training program had taken place by then.

All special education staff members from CESA were involved in the technical assistance and follow-up visits. A CESA staff member was available for all staffings to assist in the placement procedures. Assistance in the documentation procedures was available at this time. Particular efforts were made to insure that the procedures were understood and being implemented properly.

Between October and April, as many of the administrators as possible were visited and individual assistance was offered by the practicum participant and special education staff.

It was anticipated that the need for additional forms, procedures, or assistance would develop through the actual implementation of the manual and procedures. The individual visits provided the necessary feedback to insure smooth operation.

CHAPTER VI

EVALUATION

The evaluation of the practicum involved an internal and external evaluation procedure.

Internal Evaluation

Beginning in March 1979, the practicum participant conducted an internal evaluation of the practicum. Since such a large number of schools were involved in the practicum, a random sample of schools in each of the fifteen participating districts was selected for evaluation purposes. One school at the elementary, junior high, and high school level was chosen from each school district to assure control of variables of program level. Since some districts did not have all three levels, a total of thirty-six schools were involved in the internal evaluation.

The evaluation procedure involved the review of a random sample of student records in each of the schools being evaluated. In order to evaluate the students already placed prior to the 1978-79 school year, the records of every third student on the Special Education Classrolls were reviewed. The new students placed during the practicum effort were evaluated on a random basis by reviewing the records of every third child added to the Classrolls during the 1978-79 school year. In order to record the

presence of documentation of appropriate classification and placement, and appropriate due process steps, a checklist[11] was used.

The records of a total of 686 students were reviewed, which included 491 previously enrolled students and 195 students placed during the 1978-79 school year. The results of the review showed that twenty-five of the previously placed students either still did not meet the minimal criteria for placement or all of the required due process steps were not documented. In the case of new students placed during the 1978-79 school year, only five students did not meet the minimum criteria for placement or all due process steps were not documented. Table I shows a breakdown and summary of the results of the review of the students records.

Table 2 summarizes the results of the review of the student records based on the Due Process Evaluation Checklist. As can be seen from Table 2, a total of thirty-four items were noted to be lacking in the review of the twenty-five students with incomplete records. Of the thirty-four items noted, nineteen were lacking proper documentation of handicap. This may have been due to the fact that these children were enrolled in special education for a number of years and the placement committee did not decide to terminate services even though documentation of eligibility criteria was not present. Since the placement

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[11]Appendix B, pp. 52-53.

TABLE 1

SUMMARY OF STUDENT RECORD REVIEWS

System Number	Number of Schools Reviewed	Number of Student Records Reviewed		Number of Records Complete		Number of Records Incomplete	
		Enrolled*	New	Enrolled	New	Enrolled	New
1	1	7	1	7	1	0	0
2	4	62	21	57	19	5	2
3	2	35	18	33	18	2	0
4	2	41	27	39	26	2	1
5	1	9	5	9	5	0	0
6	4	57	27	56	27	1	0
7	3	32	7	30	7	2	0
8	3	47	19	46	19	1	0
9	2	26	20	24	20	2	0
10	1	11	1	11	1	0	0
11	2	29	1	27	1	2	0
12	3	35	16	33	15	2	1
13	3	30	14	29	14	1	0
14	3	25	10	23	9	2	1
15	2	45	8	42	8	3	0
TOTALS	36	491	195	466	190	25	5
		686		656		30	

* Any child who was staffed and placed into a special education program prior to the opening of the 1978-79 school year.

TABLE 2

SUMMARY OF
DUE PROCESS EVALUATION CHECKLIST RESULTS

Checklist Item	Number of Checklist Items Lacking Documentation	
	Enrolled	New
1. Referral Completed (New students only)		0
2. Notice of Referral sent to Parents (New only)		0
3. Consent for Evaluation (New only)		0
4. Educational, Health, and Social Evaluation	0	3
5. Psychological Evaluation (within three years)	6	0
6. Parent Notified of Staffing Date	6	0
7. Staffing		
Staffing Report (IEP)	0	0
Short Term Objectives and Plan (IEP)	0	1
8. Consent for Placement	1	0
9. Annual Review (Previously enrolled only)	2	
10. Documentation of Handicap	19	4
Total Items	34	8
Total Students	25	5

committee has the final authority to place a child into a special education program, these cases technically could be considered legal but questionable.

Table 2 further reveals that the five students records noted as lacking information again centered on the documentation of handicap. Four of these students were placed into a class for Specific Learning Disabilities without the required evaluations and thus lacking documentation of handicap. Implementation of the new Specific Learning Disabilities regulations and procedures proved to be the most difficult aspect of the placement procedure. This area represented the greatest area of concern in the technical assistance and follow-up phase of the practicum effort.

The product objective for the practicum projected that the number of students enrolled in special education programs who are inappropriately placed or whose records were inadequately documented would be reduced from 18 percent to 6 percent. This objective was accomplished well beyond the projection, based on the random sampling review of records. Of the previously enrolled students reviewed, 5 percent still lacked documentation in some area and only 2.6 percent of the new placements lacked proper documentation. This gave an overall percentage of 4.4 inadequately documented records based on the sample. Projecting this figure to the total population of 2,504

students enrolled in special education at the end of the 1978-79 school, approximately 110 students in the fifteen counties would not meet the eligibility criteria or have documentation of due process procedures in the individual records. This is a significant decrease from the 350 students inappropriately placed in the 1977-78 survey.

The review of student records showed that a uniform system of referral and placement procedures are in effect. Based on the results of the review of newly placed students, the procedure is resulting in appropriate placement for 97.3 percent of the children referred and placed into special education programs. Based on this estimate, process objective number one can be considered accomplished.

Since every projected administrator in the fifteen local districts received a copy of the administrator's guide, process objective number two was met. Additionally, each administrator who received a copy of the guide was involved in either a formal or informal staff development session concerning the implementation of the new procedure. A total of 124 administrators received copies of the manual and were, with the exception of two, involved in the staff development sessions.

Process objective number three projected that all due process and procedural safeguards would be followed

and documented on all new referrals. Based on Table 2, this objective was met, although the evaluations on the four Learning Disabled students were not complete. It appears that the procedure has assured proper due process on most students referred and placed in special education, but the new Learning Disabilities regulations appear to be presenting some problems.

Process objective number four projected that all students enrolled in special education programs would have individual assessments and plans. Every student record reviewed in the sample contained assessment information and individual education plans, except for one new student. The short term plan was being developed at the time of the review, but more than thirty days had lapsed since the initiation of services so the item had to be marked as inappropriate. This objective can be considered achieved since the procedure is resulting in individual assessments and plans for all handicapped children enrolled in special education programs.

Although no objectives were set up for the staff development sessions, an evaluation was conducted to assess the effectiveness of this phase of the practicum. A checklist[12] was developed to be completed by the special education consultants during the technical assistance and and follow-up visits. When problem areas were observed

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[12]Appendix C, pp. 54-55.

or questions on some phase of the procedures developed, the area was noted on the checklist. Based on the checklist, it appears that the staff development sessions were effective, resulting in local administrators understanding and implementing the skills, criteria, and procedures.

Although some questions or problems were noted in each of the areas on the checklist, the major problem areas were number five "Evaluations," number seven "I.E.P.," and number ten "Record Keeping." The most difficult aspect of the procedure appears to have been the record keeping procedures. Future staff development sessions will include additional attention and information on the mechanical aspects of record keeping.

The evaluation questions and problems centered, for the most part, on Specific Learning Disabilities. This was to be expected since this area was not included in the staff development sessions. Since this area presented significant problems, future sessions will include time allotted to the Specific Learning Disabilities procedures and evaluation.

The final area of I.E.P.'s represented the second largest problem area. This may have been due to the fact that the teachers were responsible for the development of the individual plans. During the 1977-78 school year, special education teachers were given indepth training

in the development of individual education plans (I.E.P.'s), whereas most administrators had very little knowledge concerning the actual requirements. It appears that administrators could benefit from indepth training in the development of individual education plans. Inconsistencies and variances in the actual plans caused concern from the administrators, since they were only vaguely familiar with the requirements and problems involved in the development of individual education plans.

External Evaluation

As part of the Georgia Annual Program Plan for Public Law 94-142, one third of the school districts in the state were to be monitored and evaluated to insure compliance with P.L. 94-142. Five of the school districts in the Chattahoochee-Flint CESA area were involved in the monitoring durin the 1978-79 school year. Since the procedure in the manual was based on P.L. 94-142, the State Department of Education provided an external evaluation of the practicum.

Detailed results of the external evaluation were not used, but since due process and procedural safeguards were problem areas in the previous year's monitoring, improvement was expected during the 1978-79 school year due to the practicum effort. Elimination of the partial or non-compliance ratings would indicate achievement of the practicum objectives.

All monitoring visits were completed to the five local systems in March. The results showed that there were definite improvements in the areas of due process and placement procedures.[13]

As a final note, the practicum participant recognizes that all improvements and changes may not be due directly or in total to the practicum effort. State monitoring of programs, parental pressures, fear of legal action, and Public Law 94-142 deadlines may have contributed to the improvements noted. The practicum effort has, however, had a very positive effect on the results, since many of these influences were previously present when the harms were noted. Although the participants discount a major influence from the "Hawthorne Effect," it is recognized that the novelty and attention of this effort may have resulted in some improvement.

The procedure and process developed in this practicum effort has proven to be a positive force in assuring the rights and proper processing of handicapped children in the fifteen county school districts in the Chattahoochee-Flint Cooperative Educational Service Agency's area.

A simple and manageable procedure is now in effect for the referral and placement of handicapped children resulting in positive benefits to pupils, which is, in the final analysis, the desired result of all educational endeavors.

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[13]Appendix D, pp. 56-57.

CHAPTER VII

INSTITUTIONALIZATION

The practicum operated in fifteen of the sixteen school districts in the Chattahoochee-Flint CESA area. All fifteen superintendents approved the development and implementation of CESA-wide procedures in the referral and placement of special education students. Since Public Law 94-142 has had such a great impact on the local districts, and the procedure has proven to be effective, continueduse of the manual (with updating or revisions) will insure compliance with the law.

A transportable model is now available for other districts or CESA's if they wish to implement this practicum procedure.

CHAPTER VIII

CONCLUSIONS

Further Application

Since the referral and placement procedures were a serious problem in the Chattahoochee-Flint CESA area, it is likely that other rural districts are experiencing similar problems. The procedures provided could be of value to any district that has not established procedures or is experiencing difficulties.

The sixteen CESA's in Georgia meet once a year for staff development activities and training. Information concerning this practicum was submitted for possible inclusion on the program during the 1979-80 sessions. It is likely that most districts will have mastered the referral process by then since the 1978-79 school year was the deadline for compliance with Public Law 94-142.

Copies of the Administrator's Guide were provided to the State Department of Education to disseminate to local school districts who may request printed material on implementing referral and placement procedures.

Follow-up Activities

It will be necessary to continously monitor the referral process as outlined in the practicum. If Public Law 94-142 is amended, changes in the procedures may be

needed. Changes in state law has resulted in revisions of the procedure during the practicum effort, and future changes may necessitate further revisions. Additionally, more efficient methods must be sought since the process is so time consuming.

Since new administrators begin work each year in the fifteen districts, additional training sessions will be needed in the coming years. Some administrators may need refresher sessions or occassional monitoring to insure proper implementaion.

The participant plans to follow-up on this study with those individual system and schools who are experieneing some problems with the implementation of the referral and placement process. It may be that changes will need to be made in the procedure to accomplish the desired goals or to accommidate particular problems.

APPENDIX A

Major Provisions of the Education for All Handicapped Act

Part B - as Amended by 93-380 and 94-142

Which are effective on or before October 1, 1977

1. An individualized education program. A written statement developed in a meeting with a representative of the local educational agency, the teacher, the parent, and the child, where appropriate.

2. A comprehensive system of personnel development. State and local education agencies shall develop and implement a comprehensive system of personnel development including inservice training of general and special educational instructional and support personnel and procedures to insure that all personnel necessary to carry out the purposes of Part B are appropriately and adequately prepared and trained.

3. Identification, location, and evaluation of handicapped children. Steps must be taken statewide to insure that all children who are handicapped, are identified, located, and evaluated and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which are not.

4. Establish priorities for providing special education and related services. State and local education agencies must agree to spend Part B funds first to provide direct special education and related services to handicapped children not receiving any education and second to the most severely handicapped children within each disability who are receiving an inadequate education.

5. Procedural Safeguards. Procedural safeguards are to be adopted which include:

   a. written prior notice to parents whenever school proposes to initiate or change or refuses to initiate or change the educational placement or education provided the handicapped child

   b. designation of surrogate parents for children whose parents or guardian are not known or available

   c. provision of an impartial due process hearing for parents who are dissatisfied with matters related to evaluation, placement or provision of special education and related services to their child

   d. testing and placing handicapped children with tests and procedures which are not racially or culturally discriminatory

   e. insuring that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped.

6. Protect confidentiality of personally identifiable information. Policies and procedures must be implemented to insure the protection of the confidentiality of any personally identifiable information collected, used, or maintained under this Act.

7. State advisory panel. Each state shall appoint an advisory panel on the education of handicapped children. Members shall be appointed by the governor or other authorized official and include handicapped persons, teachers and parents of handicapped children, state and local educational officials and special education program administrators.

8. State educational agency responsible for general supervision of programs. The state educational agency shall be responsible for assuring that the requirements of Part B are carried out and that all educational programs for handicapped children are under the general supervision of persons responsible for educational programs for handicapped children in the state educational agency and meet standards of that agency.

The Federal mandate to make available a free appropriate public education for handicapped children between the ages of 3 and 18 becomes effective September 1, 1978 and is extended through 21 in 1980.

STATE AND FEDERAL LEGISLATION RELATED TO EDUCATION OF THE HANDICAPPED

STATE

APEG (Adequate Program for Education in Georgia)
Section 32-6C5a, Special Education

"All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linquistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services."

(intellectually gifted, mentally retarded, physically handicapped, speech handicapped, behaviorally disordered, hospital or homebound, specific learning disabled, multi-handicapped, autistic, hearing impaired, visually impaired)

Effective date: July 1, 1977

House Bill 671 (Special Education Course)
Effective date: July 1, 1976

FEDERAL

P.L. 94-142, Education for All Handicapped Children Act
Rules and Regulations

The regulations include provisions which are designed to:

(1) Assure that all handicapped children have available to them a free appropriate public education;
(2) Assure that the rights of handicapped children and their parents are protected;
(3) Assist states and localities to provide for the education of handicapped children; and
(4) Assess and assure the effectiveness of efforts to educate such children.

Effective date: September 1, 1978

Section 504 of P.L. 93-112, The Vocational Rehabilitation Act of 1973

"No otherwise qualified handicapped individual shall solely by the reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program actively receiving Federal financial assistance."

Effective date: June 1, 1977

Based on this legislation and these rules and regulations, Georgia has an approved Annual Program Plan from the Bureau of Education for the Handicapped including the following components.

1. Guarantee of a free appropriate public education to all school-aged, 6 - 17, handicapped children by September 1, 1978.

2. The development of formal interagency agreements with other departments within Georgia by September 1, 1977, in order that programs operated for school-aged handicapped children are under the general supervision of the State Department of Education.

3. The priorities for expenditure of federal funds are:
   a. school-aged, out-of-school handicapped children
   b. school-aged handicapped children who are most severely handicapped
   c. preschool handicapped children

4. Seventy-five percent of the funds flow as an entitlement to local school systems. Local school systems will receive funds based on the number of handicapped children served in FY 77.

5. An IEP (Individualized Educational Program) is required for all handicapped children. This includes assessment and long and short range goals to be accomplished for the child.

6. Handicapped children placed in private schools by local school systems must be at no cost to parents.

7. Private schools, to be eligible for the receipt of federal funds, must meet applicable public school standards.

8. Local education agencies are required to develop a comprehensive plan for services to handicapped children. The plan requires approval by the local board of education as well as the State Department of Education.

9. School systems will be evaluated through the State Department of Education and the Bureau of Education for the Handicapped to assure compliance with law and the local plan.

10. Provides for placement of children in the Least Restrictive Environment. The Variety of Alternative Placements remains applicable with decisions made on an individual basis as to which placement is the most appropriate.

Pages 39 and 40 were deleted to avoid violation of the copyright law.

These pages contained a copy of an article by Seymour Sarason and John Doris. The reference is:

Seymour Sarason and John Doris, "The Education for Handicapped Children Act (Public Law 94-142): What Does It Say," The Exceptional Parent (August 1977): page numbers not given.

P.L. 94-142

REGULATIONS

121a.440 GENERAL

(A) EACH STATE EDUCATIONAL AGENCY SHALL INSURE:

(1) THAT TO THE MAXIMUM EXTENT APPROPRIATE, HANDICAPPED CHILDREN, INCLUDING CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH CHILDREN WHO ARE NOT HANDICAPPED, AND

(2) THAT SPECIAL CLASSES, SEPARATE SCHOOLING OR OTHER REMOVAL OF HANDICAPPED CHILDREN FROM THE REGULAR EDUCATIONAL ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE HANDICAP IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

(B) FOR THE PURPOSES OF THIS SUBPART, "APPLICABLE AGENCY" INCLUDES:

(1) EACH STATE AND LOCAL EDUCATIONAL AGENCY,

(2) EACH PUBLIC AGENCY IN THE STATE WHICH IS INVOLVED IN THE EDUCATION OF HANDICAPPED CHILDREN, AND

(3) EACH PRIVATE SCHOOL IN WHICH A STATE OR LOCAL EDUCATIONAL AGENCY PLACES OR REFERS A HANDICAPPED CHILD.

121A.222 LOCAL EDUCATIONAL AGENCY RESPONSIBILITY

(A) EACH LOCAL EDUCATIONAL AGENCY SHALL DEVELOP, OR REVISE WHICHEVER IS APPROPRIATE, AN INDIVIDUALIZED EDUCATION PROGRAM FOR EVERY HANDICAPPED CHILD AT THE BEGINNING OF THE SCHOOL YEAR, AND REVIEW AND IF APPROPRIATE REVISE ITS PROVISIONS PERIODICALLY, BUT NOT LESS THAN ANNUALLY.

(B) EACH LOCAL EDUCATIONAL AGENCY IS RESPONSIBLE FOR INITIATING AND CONDUCTING MEETINGS FOR DEVELOPING, REVIEWING, AND REVISING A CHILD'S INDIVIDUALIZED EDUCATION PROGRAM.

(C) FOR A HANDICAPPED CHILD WHO IS RECEIVING SPECIAL EDUCATION, A MEETING MUST BE HELD EARLY ENOUGH SO THAT THE INDIVIDUALIZED EDUCATION PROGRAM IS DEVELOPED (OR REVISED, AS APPROPRIATE) BY THE BEGINNING OF THE NEXT SCHOOL YEAR.

(D) FOR A HANDICAPPED CHILD WHO IS NOT RECEIVING SPECIAL EDUCATION, A MEETING MUST BE HELD WITHIN THIRTY DAYS OF A DETERMINATION THAT THE CHILD IS HANDICAPPED, OR THAT THE CHILD WILL RECEIVE SPECIAL EDUCATION.

121A.223 PARTICIPANTS IN MEETINGS

THE LOCAL EDUCATIONAL AGENCY SHALL INSURE THAT EACH MEETING INCLUDES THE FOLLOWING PARTICIPANTS:

(A) A REPRESENTATIVE OF THE LOCAL EDUCATIONAL AGENCY, OTHER THAN THE CHILD'S TEACHERS, WHO IS QUALIFIED TO PROVIDE, OR SUPERVISE THE PROVISION OF, SPECIAL EDUCATION.

(B) THE CHILD'S TEACHER OR TEACHERS, SPECIAL OR REGULAR, OR BOTH, WHO HAVE A DIRECT RESPONSIBILITY FOR IMPLEMENTING THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM.

(C) ONE OR BOTH OF THE CHILD'S PARENTS, SUBJECT TO 121A.225.

(D) WHERE APPROPRIATE, THE CHILD.

(E) OTHER INDIVIDUALS, AT THE DISCRETION OF THE PARENT OR AGENCY.

121a.224 PARENT PARTICIPATION

(A) EACH LOCAL EDUCATIONAL AGENCY SHALL TAKE STEPS TO INSURE THAT ONE OR BOTH OF THE PARENTS OF THE HANDICAPPED CHILD ARE PRESENT AT EACH MEETING OR ARE AFFORDED THE OPPORTUNITY TO PARTICIPATE, INCLUDING SCHEDULING THE MEETING AT A MUTUALLY AGREED ON TIME AND PLACE.

(B) IF NEITHER PARENT CAN ATTEND, THE LOCAL EDUCATIONAL AGENCY SHALL USE OTHER METHODS TO INSURE PARENT PARTICIPATION, INCLUDING INDIVIDUAL OR CONFERENCE TELEPHONE CALLS.

(C) A MEETING MAY BE CONDUCTED WITHOUT A PARENT IN ATTENDANCE IF THE LOCAL EDUCATIONAL AGENCY IS UNABLE TO CONVINCE THE PARENTS THAT THEY SHOULD ATTEND. IN THIS CASE THE LOCAL EDUCATIONAL AGENCY MUST HAVE A RECORD OF ITS ATTEMPTS TO ARRANGE A MUTUALLY AGREED ON TIME AND PLACE, SUCH AS:

(1) DETAILED RECORDS OF TELEPHONE CALLS MADE OR ATTEMPTED AND THE RESULTS OF THOSE CALLS.

(2) COPIES OF CORRESPONDENCE SENT TO THE PARENTS AND ANY RESPONSES RECEIVED, AND

(3) DETAILED RECORDS OF VISITS MADE TO THE PARENT'S HOME OR PLACE OF EMPLOYMENT AND THE RESULTS OF THOSE VISITS.

(D) THE LOCAL EDUCATIONAL AGENCY SHALL TAKE WHATEVER ACTION IS NECESSARY TO INSURE THAT THE PARENT UNDERSTANDS THE PROCEEDINGS AT A MEETING, INCLUDING ARRANGING FOR AN INTERPRETER FOR PARENTS WHO ARE DEAF OR WHOSE NATIVE LANGUAGE IS OTHER THAN ENGLISH.

121a.441 CONTINUUM OF ALTERNATIVE PLACEMENTS

(A) EACH STATE AND LOCAL EDUCATIONAL AGENCY SHALL INSURE THAT A CONTINUUM OF ALTERNATIVE PLACEMENTS IS AVAILABLE TO MEET THE NEEDS OF HANDICAPPED CHILDREN FOR SPECIAL EDUCATION AND RELATED SERVICES.

(B) THE CONTINUUM REQUIRED UNDER PARAGRAPH (a) OF THIS SECTION MUST:

(1) INCLUDE THE ALTERNATIVE PLACEMENTS LISTED IN THE DEFINITION OF SPECIAL EDUCATION UNDER 121a.4 OF SUBPART A (INSTRUCTION IN REGULAR CLASSES, SPECIAL CLASSES, SPECIAL SCHOOLS, HOME INSTRUCTION, AND INSTRUCTION IN HOSPITALS AND INSTITUTIONS), AND

(2) MAKE PROVISION FOR SUPPLEMENTARY SERVICES (SUCH AS RESOURCE ROOM OR ITINERANT INSTRUCTION) TO BE PROVIDED IN CONJUNCTION WITH REGULAR CLASS PLACEMENT.

121a.442 PLACEMENTS

EACH STATE AND LOCAL EDUCATIONAL AGENCY SHALL INSURE THAT:

(A) EACH HANDICAPPED CHILD'S EDUCATIONAL PLACEMENT;

(1) IS DETERMINED AT LEAST ANNUALLY, AND

(2) IS BASED ON HIS OR HER INDIVIDUALIZED EDUCATION PROGRAM;

(B) TO THE EXTENT NECESSARY TO IMPLEMENT AN INDIVIDUALIZED EDUCATION PROGRAM FOR EACH HANDICAPPED CHILD, THE APPLICABLE AGENCY MUST PROVIDE, OR ARRANGE FOR THE PROVISION OF ALL OF THE VARIOUS ALTERNATIVE PLACEMENTS INCLUDED UNDER 121a.441 OF THIS SUBPART;

(C) UNLESS A HANDICAPPED CHILD'S INDIVIDUALIZED EDUCATION PROGRAM REQUIRES SOME OTHER ARRANGEMENT, THE CHILD IS EDUCATED IN THE SCHOOL WHICH HE OR SHE WOULD ATTEND IF NOT HANDICAPPED; AND

(D) IN SELECTING THE LEAST RESTRICTIVE ENVIRONMENT, CONSIDERATION IS GIVEN TO ANY POTENTIAL HARMFUL EFFECT ON THE CHILD OR ON THE QUALITY OF SERVICES WHICH HE OR SHE NEEDS.

121a.225 CONTENT OF INDIVIDUALIZED EDUCATION PROGRAM

THE INDIVIDUALIZED EDUCATION PROGRAM FOR EACH CHILD MUST INCLUDE:

(A) A STATEMENT OF THE CHILD'S PRESENT LEVELS OF EDUCATIONAL PERFORMANCE, INCLUDING ACADEMIC ACHIEVEMENT, SOCIAL ADAPTATION, PREVOCATIONAL AND VOCATIONAL SKILLS, PSYCHOMOTOR SKILLS, AND SELF-HELP SKILLS.

(B) A STATEMENT OF ANNUAL GOALS WHICH DESCRIBES THE EDUCATIONAL PERFORMANCE TO BE ACHIEVED BY THE END OF THE SCHOOL YEAR UNDER THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM;

(C) A STATEMENT OF SHORT TERM INSTRUCTIONAL OBJECTIVES, WHICH MUST BE MEASURABLE INTERMEDIATE STEPS BETWEEN THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND THE ANNUAL GOALS;

(D) A STATEMENT OF SPECIFIC EDUCATIONAL SERVICES NEEDED BY THE CHILD, (DETERMINED WITHOUT REGARD TO THE AVAILABILITY OF THOSE SERVICES) INCLUDING A DESCRIPTION OF:

(1) ALL SPECIAL EDUCATION AND RELATED SERVICES WHICH ARE NEEDED TO MEET THE UNIQUE NEEDS OF THE CHILD, INCLUDING THE TYPE OF PHYSICAL EDUCATION PROGRAM IN WHICH THE CHILD WILL PARTICIPATE, AND

(2) ANY SPECIAL INSTRUCTIONAL MEDIA AND MATERIALS WHICH ARE NEEDED;

(E) THE DATE WHEN THOSE SERVICES WILL BEGIN AND LENGTH OF TIME THE SERVICES WILL BE GIVEN;

CONTENT OF INDIVIDUALIZED EDUCATION PROGRAM (CONTD.)

(F) A DESCRIPTION OF THE EXTENT TO WHICH THE CHILD WILL PARTICIPATE IN REGULAR EDUCATION PROGRAMS;

(G) A JUSTIFICATION FOR THE TYPE OF EDUCATIONAL PLACEMENT WHICH THE CHILD WILL HAVE;

(H) A LIST OF THE INDIVIDUALS WHO ARE RESPONSIBLE FOR IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM; AND

(I) OBJECTIVE CRITERIA, EVALUATION PROCEDURES, AND SCHEDULES FOR DETERMINING, ON AT LEAST AN ANNUAL BASIS, WHETHER THE SHORT TERM INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED.

A LIST OF SPECIFIC HANDICAPS IDENTIFIED IN P.L. 94-142

The following descriptions are based upon the definitions for each of the categories of handicap contained within the Federal regulations for the Act.

A. A child is considered handicapped and eligible for special education and related services under this Act only if the presence of the handicap has an adverse effect on educational performance. Thus, a child who is severely nearsighted but who, with correction lenses, needs no additional help is not handicapped. Likewise, a child with a physical handicap for which compensation has been made to the point that it does not interfere with his education is not a handicapped child.

B. The specific categories included are:

1. Deaf. A child whose hearing is so poor that even with amplification such as with a hearing aid, is not able to adequately understand or use normal speech and language, thus adversely affecting educational performance.

2. Deaf-Blind. A child in whom hearing and vision problems are both present to such an extent that neither a special education program for the deaf or for the blind is adequate.

3. Hard of Hearing. A child with any hearing problem (permanent or temporary or fluctuating) which adversely affects educational progress but is not as severe as problems of children classified as deaf.

4. Mentally Retarded. A child who has significantly low intellectual ability and demonstrates dificulties in coping with the day to day demands and expectations made of children of similar age both within and outside of the school setting.

5. Multihandicapped. A child with any combination of handicaps (other than deaf-blind) such a mentally retarded-blind, that produces an adverse educational affect so severe that multiple education needs must be planned.

6. Orthopedically Impaired. A child with a physical handicap that aversely affects educational performance such as cerebral palsy, amputation, or congenital anomaly.

7. Other Health Impaired. A child with a health problem (such as heart condition or asthma) that limits his strength or alertness to such a degree that his educational progress is hindered.

8. Seriously Emotionally Disturbed. Children with severe and persistent problems over a long period of time in any of the following areas: (1) an inability to learn not explained by other factors; (2) poor interpersonal relationships; (3) behaviors inappropriate to circumstances; (4) continuous unhappiness or depression; (5) a tendency to develop physical symptoms associated with school or personal problems. Autistic and schizophrenic children are included in this category.

9. Specific Learning Disability. Children who have serious problems with one or more aspects of schoolwork, such as using language or in mathematics that are not caused by a vision, hearing, or physical handicap, or by mental retardation or environmental disadvantage. Among the terms often used to indicate these children are perceptually handicapped, brain injured and dysiexia.

10. Speech Impaired. Children with problems such as stuttering, poor articulation, or language, which results in such poor communication skills that the child's educational performance is adversely affected.

11. Visually Handicapped. A child with vision problems that even with glasses, are so severe that educational performance is adversely affected. Both blind and partially seeing children are classified as visually handicapped.

SOURCE: Council for Exceptional Children

APPENDIX B

DUE PROCESS EVALUATION CHECKLIST

_____ SCHOOL SYSTEM

STUDENT NAME_____ SCHOOL_____

DATE OF EVALUATION_____ BY_____

FORM IN FILE

1. Referral Completed (New students only) _____
2. Notice of Referral sent to Parents (New only) _____
3. Consent for Evaluation (New only) _____
4. Educational, Health, and Social Evaluation _____
5. Psychological Evaluation (within three years) _____
6. Parent Notified of Staffing Date _____
7. Staffing
   - Staffing Report (IEP) _____
   - Short term Objectives and Plan (IEP) _____
8. Consent for Placement _____
9. Annual Review (Previously enrolled only) _____
10. Documentation of Handicap _____

Per Cent of required Items documented in file _____

APPENDIX C

TECHNICAL ASSISTANCE CHECKLIST

_____ School

_____ System

_____ Date

DIRECTIONS: As problems in the referral or placement process are observed, the corresponding area should be checked below. If questions are posed on any area, it should be checked.

1. Observation of Problem _____
2. Referral Forms _____
3. Parental Consent _____
4. Screening Review _____
5. Evaluations _____
6. Staffing _____
7. I.E.P. _____
8. Annual Review _____
9. Due Process Hearing _____
10. Record Keeping _____
11. Parent Contacts _____
12. Other _____

APPENDIX D

APPENDIX E

ADMINISTRATOR'S GUIDE:

SPECIAL EDUCATION

PROCEDURAL DUE PROCESS

Chattahoochee-Flint Cooperative
Educational Service Agency
P. O. Box 588
Americus, Georgia 31709

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DUE PROCESS - SECTION B

Forms (See list on page 21)

CHATTAHOOCHEE-FLINT
COOPERATIVE EDUCATIONAL SERVICE AGENCY
P. O. Box 588
AMERICUS, GEORGIA 31709

HOMER D. FOREMAN
DIRECTOR
912-928-1290

AMERICUS CITY
CHATTAHOOCHEE COUNTY
CLAY COUNTY
CRISP COUNTY
DOOLY COUNTY
HARRIS COUNTY
MACON COUNTY
MARION COUNTY

TED TURNBOUGH
SPECIAL EDUCATION DIRECTOR
912-928-1292

QUITMAN COUNTY
RANDOLPH COUNTY
SCHLEY COUNTY
STEWART COUNTY
SUMTER COUNTY
TALBOT COUNTY
TAYLOR COUNTY
WEBSTER COUNTY

August 25, 1978

MEMORANDUM

TO: Local Administrators

FROM: Ted Turnbough, Director
Special Education

The enclosed forms and procedures are provided to assist local districts in their efforts to comply with the requirements of PL 94-142 and state regulations. Unique conditions which exist in individual districts may call for adaptation of certain procedures. It is our intention that this booklet aid local administrators in the establishment of local procedures.

Assistance in the development and/or administration of Due Process procedures, staffing, IEP preparation, record keeping or other areas related to the new Special Education regulations is available from the CESA Special Education Department. Please do not hesitate to contact us if we can be of assistance to you.

DUE PROCESS

REFERRAL, STAFFING AND PLACEMENT PROCEDURES

The following steps must be taken in proper sequence prior to the placement of any student into a Special Education Program. These steps have been derived from state and federal law and are designed to insure that necessary due-process procedures are accomplished.

Step #1

Problem Observed - Teacher, counselor, parent or other appropriate person notices that the student is experiencing difficulty which may be associated with an exceptionality.

Step #2

"Referral" - Appropriate referral form (Form 01 series) is submitted through the principal to the local coordinator of Special Education. Parent is notified of referral. (Form 06)

Step #3

"Parental Consent for Evaluation" - Appropriate Parental Consent for Evaluation form (Form 02) is sent by school to student's parent or guardian. The consent for evaluation form with the signature of the parent or legal guardian must be forwarded to the local coordinator of Special Education for screening. After the screening, the consent form and screening data are submitted to CESA Psychological Services Department.

A. If parent approves: Evaluation is scheduled.

B. If parent disapproves: Possible request of hearing by review board

C. If parent does not respond within 15 days, an appropriate school official will contact the home.

Step #4

Screening Review (optional) - The referral with attached information may be reviewed by a screening team before forwarding to CESA.

Step #5

Schedule Staffing - After all necessary information has been compiled, the local coordinator of Special Education and/or the principal shall set a date for a placement staffing. The parent or

legal guardian must be notified of the time and place of the meeting and of their right to participate (Form 08). The local Special Education coordinator, the principal or a designee may serve as chairperson of the staffing.

Step #6

Staffing - The staffing will be held and considerations will be made based on all available information related to the child. Recommendations for services and the long term IEP (Form 04A) will be formulated by the committee and will be binding, pending parental appeal. Appropriate documentation of staffing must be maintained within the system.

Step #7

"Parental Consent for Placement" - The chairman of the staffing committee and/or a program representative will interpret the recommendations of the staffing to the parents, explain alternatives, and obtain permission for placement and approval of IEP. No student may be placed until a signed "Parental Consent for Placement" form (Form 03A) has been obtained.

Step #8

Parent Notification - The Special Education program in which the child is to be placed will notify the local coordinator and the parents of placement date or waiting list status.

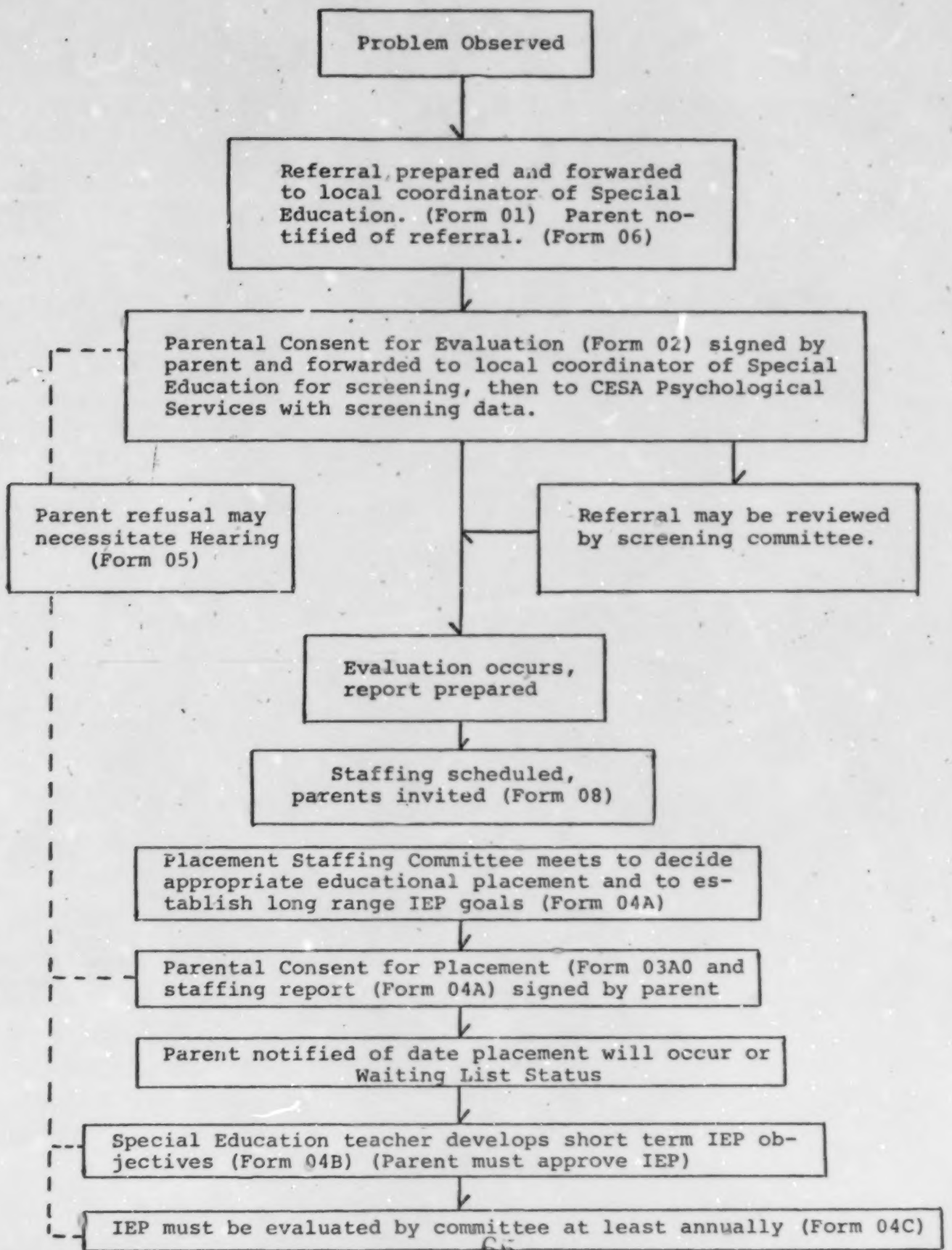
Step #9

Short Term IEP - The assigned Special Education teacher will develop a short term individual educational plan (Form 04B) based in part on the staffing committee recommendations. Parents and local agencies should be involved in the development of this plan.

Step #10

Annual Review - Each placement must be reviewed annually by a staffing group. IEP's must be evaluated at least annually. (Form 04C) Any change in the educational program of the child must come through the staffing process.

NOTE: ALL FORMS MUST GO THROUGH THE PRINCIPAL.


Problem Observed
Referral prepared and forwarded to local coordinator of Special Education. (Form 01) Parent notified of referral. (Form 06)
Parental Consent for Evaluation (Form 02) signed by parent and forwarded to local coordinator of Special Education for screening, then to CESA Psychological Services with screening data.
Parent refusal may necessitate Hearing (Form 05)
Referral may be reviewed by screening committee.
Evaluation occurs, report prepared
Staffing scheduled, parents invited (Form 08)
Placement Staffing Committee meets to decide appropriate educational placement and to establish long range IEP goals (Form 04A)
Parental Consent for Placement (Form 03A0 and staffing report (Form 04A) signed by parent
Parent notified of date placement will occur or Waiting List Status
Special Education teacher develops short term IEP objectives (Form 04B) (Parent must approve IEP)
IEP must be evaluated by committee at least annually (Form 04C)

RECOMMENDED

SPECIFIC LEARNING DISABILITY

PLACEMENT PROCEDURE

1. Problem Observed - Teacher, counselor, parent or other appropriate person notices that the student is experiencing difficulty which may be associated with a Specific Learning Disability.

2. Referral - SLD Referral Form (Form 01-C) is submitted through the principal to the local coordinator of Special Education. Parent is notified of the referral (Form 06).

3. Parent Consent for Evaluation - Appropriate Parental Consent for Evaluation form (Form 02) is sent by the school to student's parent or guardian. The consent for evaluation form with the signature of the parent or legal guardian must be forwarded to the local coordinator of Special Education for screening. After the screening (Slosson or other I.Q. measure and vision and hearing screening), the consent form and screening data are submitted with the referral form to CESA Psychological Services Department.

4. Evaluation Team Assigned - At the minimum, the following will constitute the Learning Disabilities evaluation team:

   a) A teacher certified in Specific Learning Disabilities (or if one is not available, another person qualified to conduct diagnostic evaluations relevant to Learning Disabilities) should be designated.

   b) The CESA (or other qualified) psychological examiner.

   c) The child's regular teacher. If the child does not have a teacher or is less than school age, a certified teacher should be designated.

   d) Other team members may include, as appropriate, Speech Therapist, social worker, remedial reading teacher, etc.

5. Evaluations Conducted - The initial evaluation shall include as a minimum:

   a) Appropriate vision or hearing accommodations or follow-up if screening is found inadequate.

   b) An individual evaluation is conducted by a qualified psychological examiner.

   c) A minimum of two evaluation instruments are individually administered by a trained Learning Disabilities teacher (or a specified member of the evaluation team) to substantiate deficit areas in Section 2 of attached Eligibility Criteria. Formal and informal measures should be used.

d) An assessment of language skills administered by the Specific Learning Disabilities teacher or Speech Therapist.

e) The regular classroom teacher(s) prepares a written statement of the student's academic and social performance with written samples of the student's relevant classroom work.

f) A written observation report of the student's relevant performance in the regular classroom setting is compiled by an evaluation team member other than the regular classroom teacher. Evaluation Report (Form 19) may be used by each member.

6. Evaluation Team Meets and Completes Written Report - The written report (Form 20) shall include at a minimum:

a) Any severe discrepancy between ability and achievement that is not correctable without Special Education and related services.

b) The documentation that the child has or does not have a specific learning disability and relevance of each Step 5 component in making the decision.

c) Educationally relevant medical findings if any.

d) The effects of environmental, cultural or economic disadvantage if relevant.

e) Certification in writing by each team member that the report reflects his or her conclusion or provide a dissenting statement and reason(s).

7. Schedule Staffing - After all necessary information has been compiled and the written report completed, the local coordinator of Special Education and/or the principal shall set a date for a placement staffing. The parent or guardian must be notified of the time and place of the meeting and of their right to participate (Form 08).

8. Staffing - The staffing will be held and considerations will be made based on all available information related to the child. Recommendations for services and the long term IEP (Form 04A) will be formulated by the committee and will be binding, pending parental appeal. Appropriate documentation of staffing must be maintained within the system.

9. Parental Consent for Placement - The chairman of the staffing committee and/or a program representative will interpret the recommendations of the staffing to the parents, explain alternatives, and obtain permission for placement and approval of IEP. No student may be placed until a signed "Parental Consent for Placement" form (Form 03A) has been obtained.

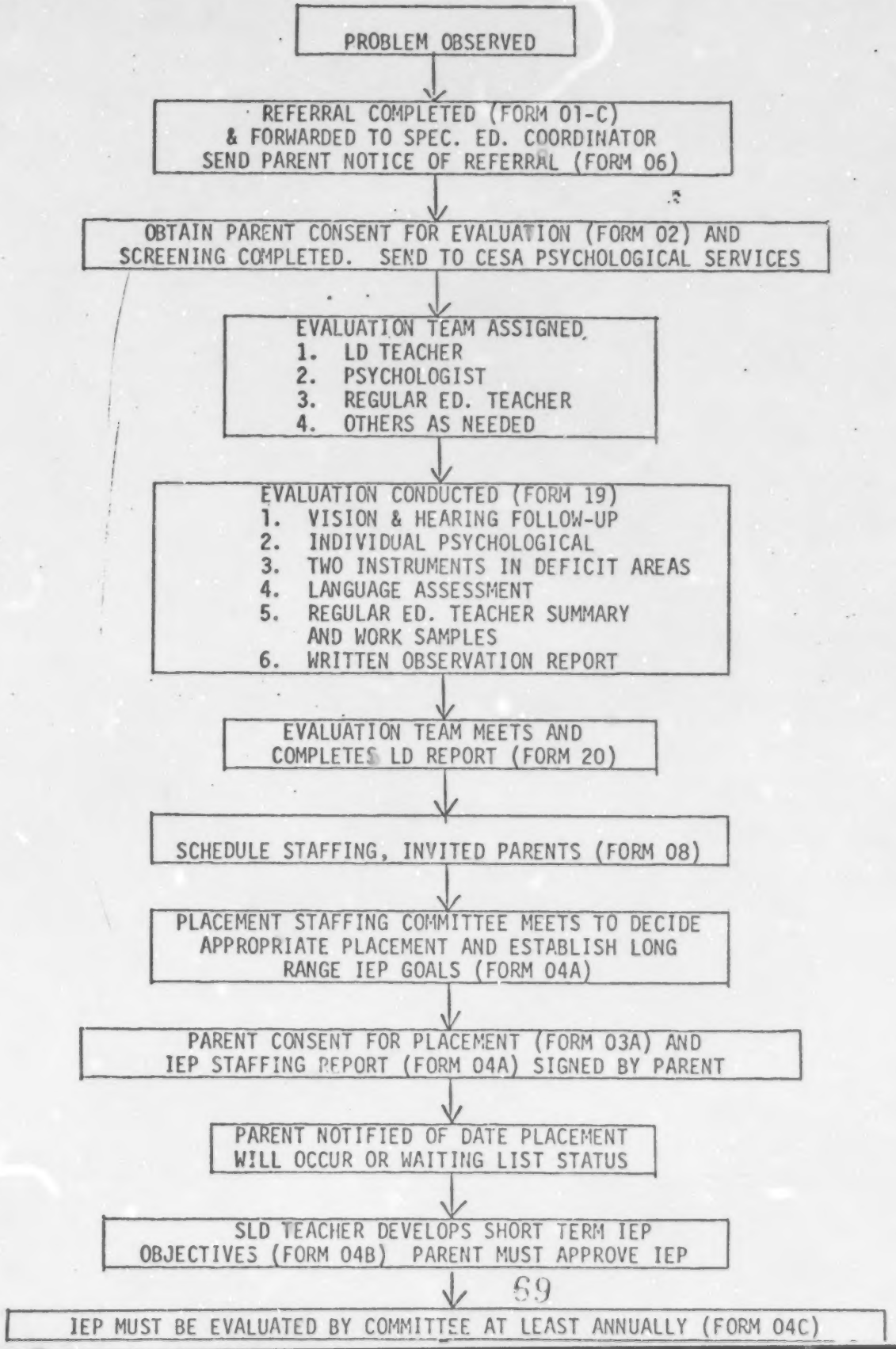
10. Parent Notification - The Special Education program in which the child is to be placed will notify the local coordinator and the parents of placement date or waiting list status.

11. Short Term IEP - The assigned Special Education teacher will develop a short term individual educational plan (Form 04B) based in part on the staffing committee recommendations. Parents and local agencies should be involved in the development of this plan.

12. Annual Review - Each placement must be reviewed annually by a staffing group. IEP's must be evaluated at least annually. (Form 04C) Any change in the educational program of the child must come through the staffing process.

RECOMMENDED SPECIFIC LEARNING DISABILITY

PLACEMENT PROCEDURE FLOW CHART


PROBLEM OBSERVED
REFERRAL COMPLETED (FORM 01-C)
& FORWARDED TO SPEC. ED. COORDINATOR
SEND PARENT NOTICE OF REFERRAL (FORM 06)
OBTAIN PARENT CONSENT FOR EVALUATION (FORM 02) AND
SCREENING COMPLETED. SEND TO CESA PSYCHOLOGICAL SERVICES
EVALUATION TEAM ASSIGNED
1. LD TEACHER
2. PSYCHOLOGIST
3. REGULAR ED. TEACHER
4. OTHERS AS NEEDED
EVALUATION CONDUCTED (FORM 19)
1. VISION & HEARING FOLLOW-UP
2. INDIVIDUAL PSYCHOLOGICAL
3. TWO INSTRUMENTS IN DEFICIT AREAS
4. LANGUAGE ASSESSMENT
5. REGULAR ED. TEACHER SUMMARY
AND WORK SAMPLES
6. WRITTEN OBSERVATION REPORT
EVALUATION TEAM MEETS AND
COMPLETES LD REPORT (FORM 20)
SCHEDULE STAFFING, INVITED PARENTS (FORM 08)
PLACEMENT STAFFING COMMITTEE MEETS TO DECIDE
APPROPRIATE PLACEMENT AND ESTABLISH LONG
RANGE IEP GOALS (FORM 04A)
PARENT CONSENT FOR PLACEMENT (FORM 03A) AND
IEP STAFFING REPORT (FORM 04A) SIGNED BY PARENT
PARENT NOTIFIED OF DATE PLACEMENT
WILL OCCUR OR WAITING LIST STATUS
SLD TEACHER DEVELOPS SHORT TERM IEP
OBJECTIVES (FORM 04B) PARENT MUST APPROVE IEP
IEP MUST BE EVALUATED BY COMMITTEE AT LEAST ANNUALLY (FORM 04C)

ELIGIBILITY CRITERIA FOR

SPECIFIC LEARNING DISABILITIES PLACEMENT

1. When provided with learning experiences appropriate for the student's age and ability, it is demonstrated that he or she is not achieving commensurate with his or her age and ability levels in one or more of the areas in item 2 of this section.

2. Based on the results of required assessments in Step 5 of the Placement Procedure, a severe discrepancy is demonstrated between ability and achievement in one or more of the following areas.

   a) Oral expression

   b) Listening comprehension

   c) Written expression

   d) Basic reading skill

   e) Reading comprehension

   f) Mathematics calculation

   g) Mathematics reasoning

3. In determining expectancy, the following formula should be utilized:

$$\frac{2CA + MA}{3} - 5.2 = \text{Expectancy}$$

   The team should consider expectancy on an individual basis for each child, in light of the information from the psychological evaluation on cognitive functioning, age of the child and significant school experiences.

4. In determining severe discrepancy between ability and achievement, the following is to be utilized.

   a) 1st grade - by performance on appropriate evaluative measures and adaptive behavior in the classroom.

   b) 2nd grade - 1 year or more below expectancy

   c) 3rd and 4th grade - 1½ years or more below expectancy

   d) 5th and 6th grade - 2 years or more below expectancy

   e) 7th and 8th grade - 3 years or more below expectancy

   f) 9th grade and beyond - 4 years or more below expectancy

5. It is determined that the severe discrepancy between ability and achievement is not primarily the result of

   a) a visual, hearing or motor handicap;

   b) mental retardation;

   c) emotional disturbance;

   d) environmental, cultural or economic disadvantage.

MINIMAL CRITERIA FOR ELIGIBILITY FOR PLACEMENT IN SPECIAL EDUCATION IN GEORGIA BY AREAS OF EXCEPTIONALITY

Educable Mentally Retarded (EMR)

1. I.Q. between two and three standard deviations from the mean.
2. Significant deficit in adaptive behavior.

Trainable Mentally Retarded (TMR)

1. I.Q. between three and four standard deviations from the mean.
2. Significant deficit in adaptive behavior.
3. Medical exam in three months.

Severely Mentally Retarded (SMR)

1. I.Q. below four standard deviations from the mean.
2. Significant deficit in adaptive behavior.
3. Medical exam within 60 days.

Behavior Disorders (BD)

1. Displayed maladaptive reactions toward peers and authority figures.
2. Temporary or transitory disorders occasioned by crisis situations with the family.
3. Chronic acting out or withdrawal behaviors exhibited in the school setting.
4. History of school suspension or expulsion.
5. Social madadjustment, as evidenced by adjudication through the courts, or other involvement with correctional agencies.

Specific Learning Disabilities (SLD)

1. Not achieving commensurate with age and ability levels in one or more of the areas in Item 2 (when provided with learning experiences appropriate to age and ability).
2. A severe discrepancy demonstrated between ability and achievement in one or more of the following:

   a. oral expression
   b. listening comprehension
   c. written expression
   d. basic reading skill

e. reading comprehension
f. mathematics calculation
g. mathematics reasoning

3. Written report by evaluation team of LD teacher, psychologist, and regular class teacher.

4. Evaluation to include

a. audiometric and vision screening
b. individual psychological
c. two evaluation instruments for each deficit area (Item 2) administered by LD teacher
d. assessment of language skills
e. written work samples and regular class teacher's statement of academic and social performance
f. written observation report of student's relevant performance in the regular classroom by someone on team other than the regular class teacher

Visually Impaired (VI)

1. Child unable to use print as reading medium--functionally blind.

2. Visual acuity of 20/70 in the better eye after correction or limitation in the field of vision that subtends an angle of 20 degrees on the basis of a current examination by an eye specialist.

Hospital/Homebound (H/H)

1. Medically diagnosed physical condition that is non-communicable and restricts the child to his home or hospital for a minimum of ten days if it will significantly interfer with his education.

2. Licensed physician declaration that child is physically able to profit from education instruction.

Speech Impaired (SI)

1. Deficits in

a. articulation
b. language
c. fluency
d. voice
e. hearing acuity
f. adequacy of oral mechanism

2. If diagnosed voice, evalution by laryngologist to determine

a. status of vocal mechanism
b. efficacy of speech therapy for correcting the cause.

Physically Handicapped (PH)

1. Muscular or neuromuscular handicaps which significantly limit the ability to move about, sit, or manipulate the materials required for learning.

2. Skeletal deformities or abnormalities which affect ambulation, posture, and body use necessary in school work.

3. Body functions or members are so impaired that they cannot be adequately or safely educated in regular classes on a full-time basis without special education services.

Multiply Handicapped (MH)

1. Physical or sensory handicap and one or more additional handicapping conditions which are educationally significant to the extent that they cannot respond to regular instructional techniques provided for students in other special education programs for the physically or mentally handicapped.

2. Current medical report from physician.

Other Health Impaired (OHI)

1. Disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality, or alertness due to acute health problems. Conditions include heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, or diabetes.

2. Current medical report from physician.

Hearing Impaired (HI)

1. Otological and audiological evaluations.

2. Assessment of child's communication ability determined by age of onset, severity of loss, type of loss, educational abilities, and presence of other handicaps.

USING EDUCATIONAL STAFFINGS TO MAKE DECISIONS

As alternatives for children with learning problems increase, the educational staffing becomes an important vehicle for making placement decisions. Choosing between such alternatives as the use of special methods and materials in the regular classroom, special instruction provided for short periods during the day by other teachers, and special programs on a part or full time basis is no easy matter. By involving key individuals in the decision making process, as opposed to any one person making decisions, outcomes are likely to be better for the pupil and the rights of the pupil safeguarded as required by the courts.

Who Participates in a Staffing?

All individuals with relevant information regarding the pupil or possible alternatives should participate. This includes the pupil's teachers, the principal, resource personnel, and support personnel such as the school psychologist, speech clinician, special education consultants, counselors, and sometimes the parents as well as the pupil himself.

Who Directs the Staffing?

The principal or the principal's designate usually directs the staffing. This avoids placing the diagnosticians or teachers in the position of group facilitator and provider of crucial information at the same time.

How Are Decisions Reached?

The educational staffing must be viewed as a problem solving process. As such, an action sequence should be adopted that will help orient participants to their purpose and use their time efficiently. A possible sequence is:

- Define the nature of the problem.
- Receive reports from appropriate persons.
- Identify all possible solutions.
- Determine the best solution and specify manner of implementation.

What If Disagreements Occur?

The alternative that represents the least change in the pupil's educational program usually should be tried first and then evaluated.

What Makes a Staffing Work?

- Avoid going to a staffing having already decided on a course of action.
- Participate in the discussion, respect the opinions of others, and be willing to compromise.
- Adhere to the defined problem.
- Consider all alternatives. Combine services of general education, special education, and federal programs where the pupil would benefit.
- Establish measurable criteria that can be used to evaluate the change and a date by which review will be completed.
- Record key information and communicate it to personnel who will provice services.

RESPONSIBILITIES

I. LOCAL SCHOOL

A. Parent Contact
1. to make the initial contact with the parent to explain the reason for referral.
2. to obtain parent permission for evaluation and send to local Special Education Coordinator.
3. to explain parent rights and alternatives.

B. Referrals
1. to complete referrals to the local Coordinator of Special Education.
2. to complete necessary screening instruments.

C. Staffing
1. to provide personnel involved with the student to attend scheduled staffings to relate information on the child.
2. to provide student records to the staffing team.

D. Placement
1. to place students in special classes ONLY when officially notified in writing by the local Special Education Program.
2. to terminate services of special education for students ONLY when officially notified in writing by the local Special Education Program.

II. LOCAL COORDINATOR OF SPECIAL EDUCATION*

A. Referrals
1. to receive all referrals for the services of the local Special Education Program.
2. to request and receive necessary records and reports from appropriate agencies on students referred prior to staffing.
3. to direct the referral through a screening team and procedure.
4. to maintain accurate statistical and chronological data on referrals.

B. Staffing
1. to schedule all staffings for the local Special Education Program and notify all those to attend.
2. to name the staffing committee and chairman with the assistance of the school and special education program consultant.
3. to provide accurate reports of the staffing discussion and recommendations.
4. to interpret the staffing recommendations as called on.

C. Parent Contact
1. to notify parents of the staffing date and their rights in the staffing.
2. to interpret the recommendations of the staffing to parents.
3. to obtain parental permission for placement where needed.
4. to explain parental rights of appeal.

*Local District may opt to assign all or a portion of these responsibilities to the individual school principals.

D. Placement
   1. to work with the special education programs indicated to obtain placement status for the student.
   2. to notify the local school of placement status and any subsequent changes.

III. SPECIAL EDUCATION PROGRAMS

A. Referrals
   1. to transmit all referrals for services to the local Coordinator of Special Education.
   2. to transmit all records relative to referrals to the local Coordinator of Special Education.
   3. to assist the local coordinator in screening referrals for staffing teams and needed information.

B. Staffing
   1. to provide personnel to attend the staffing meeting as representatives of the program.
   2. to provide information on program models and appropriateness

C. Placement
   1. to provide information on placement availability.
   2. to provide information on initial date for placement and to notify school and local coordinator of that date.

D. Parent Contact
   1. to act as a specific source of information on specific programs or classes within the program.
   2. to work with the chairman of the staffing committee in interpretation to the parent.

E. Program
   1. to develop an individual educational plan for each child including levels of functioning, goals, objectives, methods and materials, regular program participation, initiation and deviation dates, and evaluation procedures.
   2. to involve parents and community agencies in the development of the I.E.P. whenever possible or requested.

STAFFING TEAMS

A. The Special Education Staffing Committee may include a chairman, the local Coordinator of Special Education, a representative of the Chattahoochee-Flint C.E.S.A. Special Education Program, the child's teacher(s), the principals, representatives from appropriate Special Education programs, a psychologist (when indicated), representatives of other departments or agencies presently serving the child or anticipated to serve the child and his family (Health Department, C.C.U., D.F.C.S., etc.), and others as indicated. The parent will be offered the opportunity to participate in the staffing.

B. Annual placement reviews and staffings within a program will include the special teacher(s) working with the child, the local coordinator of special education, any regular class teachers working with the child and others such as the principal, counselor, etc., as are necessary to the individual student's case. These staffings will consider the same areas as those investigated in the original staffing adding all new information available before determining the future status of the child. Any changes in the type of placement will be sent to the local coordinator. The need for a staffing session to add or delete services or to obtain the services division will be arranged through the local Coordinator of Special Education and the school principal.

PROCEDURES FOR CHAIRING A STAFFING

Placement staffings shall be chaired by principals, local Special Education Coordinators or their designees. The following list includes steps which should be taken by the committee chairman.

PRIOR TO STAFFING:

1. Select a tentative date at least two weeks prior to the time of staffing.
2. Call the school and talk with the principal or his designate (counselor, local committee chairman, etc.) to see if that date and time is convenient. Ask the person you talk with to arrange a conference room large enough for your group.
3. Check to see if anyone has been overlooked who should be involved.
4. Complete invitations and send to school employees (allow adequate time). Send principal an individual invitation. Send Form 07 to CESA to request their attendance.
5. Have parent invitation typed and sent by U.S. Mail (again allow adequate time).
6. If possible, observe child or ask another member of the committee to do so.
7. On the day before staffing check to see if invitations have been returned and who is attending.
8. Call those who have not responded. If they are not going to attend, ask if they have information they wish considered.
9. Write current information on staffing sheet prior to staffing.
10. Take blank "parent permission for placement" forms and ask program representative to bring program descriptions to staffing.

STAFFING:

1. Arrive at the school/center ahead of the designated time. Greet parents and other committee members.
2. Introduce yourself and committee members (name and role) to parents.
3. Go over the reason for the meeting, the history of what has taken place to the point of the staffing and what procedures you will follow during the meeting. Explain that you will be taking notes and why. Be sure that you state that the meeting may not result in a placement but that it will result in program planning.

STAFFING (Continued)

4. Begin by talking about the child and the reason for referral.

5. Ask his classroom teacher to describe the child in the classroom detailing his strengths and weaknesses.

6. Ask special service personnel to comment on their involvement with the child.

7. If the psychometrist/psychologist is present ask him to interpret testing records.

8. Ask the parents to comment on their questions and concerns and to contribute any additional information they think appropriate.

9. Be sensitive to each person's area of expertise. Request clarification, if necessary, provide a restatement, or summarize what has been said.

10. Watch the clock, keep everyone on task and the tone positive.

11. Pinpoint recommendations considering all the areas on the staffing sheet and the following:

    a. Local school
    b. Environmental influences
    c. Social adaptation
    d. Location and types of special programs.
    e. Transportation needs and alternatives

    All staffings may not move to closure. If the information needed is not available, if alternatives need further study, if placement possibilities are unknown or if the group is unable to agree to any point the staffing should be discontinued and reset for a specified future date with assignments made to obtain the necessary information. EXPLAIN THIS CAREFULLY TO THE PARENTS.

12. Restate recommendations and alternatives.

13. Poll the committee if necessary to determine agreement.

14. Ask parents if they understand or have further questions.

15. Assign follow-up responsibilities and note these on the staffing summary.

    a. Parent interpretation
    b. Placement permission
    c. Transportation
    d. Other

16. Thank everyone for attending and for contributing.

POST STAFFING:

1. Rewrite staffing report and follow-up on your responsibilities.
2. Have teacher complete Individual Educational Plan.
3. File minutes of staffing and summaries.

DUE PROCESS: RECORD KEEPING

It is imperative that all Special Education Due Process procedures be documented and that records be maintained. State and federal authorities will be monitoring Special Education Programs. Systems which can not demonstrate compliance are in jeopardy of losing funds and/or facing legal action.

Copies of consent forms, notification forms, evaluation reports, I.E.P.'s, etc. must be maintained within the system and be accessable in accordance with state regulations.

Local policies may vary as to whether Due Process records are kept at the central office level, the school or both. It is strongly recommended that copies of all Due Process forms related to an individual student be maintained in individual student folders and that the responsibility of insuring that each folder is complete be assigned to a local administrator.

The Special Education teacher should maintain a copy of the I.E.P., individual test materials and results, anecdotal records, and work samples.

Each school should maintain a copy of the individual evaluation. System policy may require the school to maintain all due process records. The school should also maintain a record of all Special Education related contacts with parents or agencies.

All records related to the referral, evaluation, placement and education of handicapped children must be maintained in accordance with the confidentiality requirements of state regulations. (See "Regulations and Procedures - Special Education Program" 1976, Page 11).

SECTION B

DUE PROCESS FORMS

Referral Forms

General Form----------01-A

Re-Evaluation Form----------01-B

Learning Disability Form----------01-C

Behavior Disorders Form----------01-D

Speech, Hearing, and Vision Form----------01-E

Parental Consent for Evaluation----------02

Parental Consent for Placement----------03-A

Parental Consent for Interim Placement----------03-B

I.E.P. - Staffing Report----------04-A

Short Term Objectives----------04-B

Annual Review----------04-C

Notification of Local Hearing----------05-A
Notification of Local Mediation----------05-B
Notice of Referral----------06-A
Notice of Referral for Re-Evaluation----------06-B
Request for Staffing Assistance----------07

Parent Notification of Staffing Letter----------08

Authorization to Release Information----------09

Due Process Checklist----------10

Special Education Contact Report----------11

Vision Screening Form----------12

Hearing Screening Form----------13

Due Process Record----------14

Due Process Procedures----------15

Notice to Parents----------16

Notice to Parents----------17

Record of Access----------18

Evaluation Report----------19

LD Evaluation Report (Team)----------20

CHATTAHOOCHEE-FLINT C.E.S.A.

PSYCHOLOGICAL SERVICES

Psychological Referral Form

_____
Date received by CESA

(All items must be thoroughly completed in order for this referral to be processed. Incomplete referrals will be returned to the school.)

_____
System

Name_____Birthdate_____
Last First Middle Yr. Mo. Day

Sex_____Race_____Age_____School_____Grade_____

Address_____Telephone_____

Guardians: Both Parents___Mother___Father___Other_____

Father's Name_____Occupation_____

Mother's Name_____Occupation_____

Other Adults Living in Home_____

Parents Marital Status: Married___Divorced___Separated___Widowed_____

PREVIOUS TESTS OF MENTAL ABILITIES:

Test_____Date_____I.Q._____

Screening Test_____Date_____I.Q._____

Functional Grade Level of Student: (Standard test scores if possible)

Reading/English_____Spelling_____

Arithmetic_____Science_____

History_____

Who Initiated this Referral?_____

Reason for Referral?_____

_____

_____

What steps have been taken to correct child's problems by teacher or school?_____

_____

_____

What specific questions do you have about this child that you would like answered by the psychological evaluation?_____

_____

_____

_____

This information is vital to evaluation of each child. Please give all information requested.

Situations where behavior occurs:

1. Individual seat work
2. Working with one peer at desk
3. Working with group at desk
4. Listening to teacher at seat
5. Question and answer period at seat
6. Free discussion at seat
7. Self-presentation at seat
8. Self-presentation at room front
9. Free play - in classroom
10. Free play - playground
11. Silent period
12. Rest period
13. Other (specify)_____

1. Management

Check	Problem Behavior	In which of the above situations does this behavior occur?
_____	A. Out of seat	_____
_____	B. Talking out	_____
_____	C. Talking to teacher	_____
_____	D. Inappropriate language (cursing)	_____
_____	E. Yelling	_____
_____	F. Hitting other children	_____
_____	G. Changes activity at a high rate	_____
_____	H. Doesn't follow direction	_____
_____	I. Destructive	_____
_____	J. Other (specify)_____	_____

2. Work Habits

Check Problem Behavior

A. Slow Rate of Work:

____1. Reading
____2. Spelling
____3. Arithmetic
____4. Writing
____5. Other (specify)_____

_____

B. Doesn't Finish Work:

____1. Reading
____2. Spelling
____3. Arithmetic
____4. Writing
____5. Other (specify)_____

_____

C. Handwriting:

____1. Doesn't make certain letters
____2. Makes letters incorrectly
____3. Reverses letters
____4. Can't write

D. Composition:

____1. Doesn't organize thoughts
____2. Inadequate grammar
____3. Limited vocabulary
____4. Other (specify)_____
_____

3. Speech

Check Problem Behavior

____A. Stutters
____B. Won't answer questions
____C. Verbal grammar
____D. Articulation problem
____E. Refuses to talk
____F. Other (specify)_____
_____

4. Social Behavior

Check Problem Behavior

____A. Doesn't participate in group
____B. Remains alone
____C. Inadequate skill at games
____D. Other (specify)_____
_____

5. Academic Problems

Check

A. Reading: Doesn't -

____1. Recognize letters
____2. Know initial consonants
____3. Know short vowels
____4. Know long vowels
____5. Blending problems
____6. Can't read at all
____7. Reads well below grade level
____8. Call words, doesn't comprehend

B. Arithmetic: Doesn't -

____1. Recognize numbers
____2. Have number concepts
____3. Add single numbers
____4. Carry in addition
____5. Add two columns
____6. Add greater than two columns
____7. Subtract single numbers
____8. Carry in subtraction
____9. Subtract two or three place numbers
___10. Know multiplication tables
___11. Divide single numbers
___12. Divide greater than single numbers

6. Background Information

Check

A. Is this child's home environment

____Extremely disadvantaged
____Somewhat disadvantaged
____Adequate
____Good
____Excellent
____Don't Know

B. Does this child, to the best of your knowledge, possess any of the following physical handicaps?

____Visual
____Auditory
____Epilepsy
____Cerebral palsy
____Others (specify)
____None
____Don't know

C. To the best of your knowledge this child's health is:

____Very good
____Average
____Poor (Explain) _____

_____

Give any other information which would be helpful in evaluating this child.

_____

_____

_____

_____

_____
REFERRING TEACHER OR COUNSELOR

_____
PRINCIPAL

_____
DATE

FORM 01-A

CHATTAHOOCHEE-FLINT CESA

Psychological Service

Re-Evaluation Referral Forms

_____ _____

System Date Received by CESA

Name_____Birthdate_____

Last First Middle Year Month Day

Sex_____Race_____Age_____ School_____

Parents: Father _____

Mother _____

Address: _____ Telephone No. _____

Information From First Psychological Evaluation:

Date of evaluation_____ Age of child then_____

Stanford Binet: _____ I.Q._____ M.A._____

WISC: _____ Full Scale I.Q._____ Verbal I.Q._____ Perform. I.Q._____

Grade Level of Work Student Now Doing:

Reading_____ Arithmetic_____ Spelling_____ Other_____

Medical Services Child Has Received Since Special Class Placement:

Is child on medication? Yes___ No___ Reason:_____

Physical examination? Yes___ No___ Don't Know____

Results (if known)_____

_____

Audiometric test? Yes____ No____ Don't Know____

Results (if known)_____

_____

Visual test? Yes____ No____ Don't Know____

Results (if known)_____

Form 01-B

Re-Evaluation (Continued)

Behavior Since Placement:

Has child's behavior improved? Yes____ No____

Describe briefly the behavior that seems to be most detrimental to child's progress at present time._____

_____

_____

_____

Date_____

Teacher_____

Principal_____

CHATTAHOOCHEE-FLINT C.E.S.A.

Referral Form For

Specific Learning Disabilities

Pupil's Name_____ Date_____ _____ _____
year month day

School_____ Born_____ _____ _____
year month day

Teacher_____ Age_____ _____ _____
years months days

Sex_____ Grade_____

Screening Score_____ Date_____ I.Q._____
(This score should be at least 85 before referral is considered for this class.)

1. In your professional opinion is this child's ability to achieve

_____Below average
_____Average
_____Above average
_____Don't know

2. Is this child's home environment

_____Extremely disadvantaged
_____Somewhat disadvantaged
_____Adequate
_____Good
_____Excellent
_____Don't know

3. Does this child, to the best of your knowledge, possess any of the following physical handicaps?

_____Visual
_____Auditory
_____Epilepsy
_____Cerebral palsy
_____Others (specify)
_____None
_____Don't know

4. To the best of your knowledge this child's health is

_____Very good
_____Average
_____Poor (explain)_____

_____

_____

5. This child performs more efficiently when instructions are presented

_____Verbally (orally) _____Written

6. Personal - Social Behavior

Which behavior or combination of behaviors best describes this child throughout the school day?

_____Often rude and tactless
_____Often disrupts classroom--unableto control behavior
_____Very inattentive--easily distracted
_____Extremely excitable--lacking self-control
_____Avoids responsibility--seldom initiates activities
_____Seldom finishes assignments--dependent on others for help
_____Unusually quiet--seems afraid to take risks
_____Hostile--unfriendly and hurtful
_____Aggressive--fights, bullies, bosses
_____Passive--lets others abuse and does nct react
_____Extremely loud and attention seeking
_____Disliked by peers
_____Other (specify)

7. Reading Behavior

When reading, does this child have more than the average difficulty

A. seeing likenesses and differences in pictures and/or words?
_____Yes
_____No

B. identifying different letters?
_____Yes
_____No

C. associating the letter sound with the printed letter?
_____Yes
_____No

D. hearing differences in the sound of letters?
_____Yes
_____No

E. seeing the difference between similar words such as "come-came"?
_____Yes
_____No

F. reversing and/or inverting words, such as "was" for "saw", "on" for "no", "quiet" for "quite"?
_____Yes
_____No

8. Writing and Spelling Skills

When writing and spelling, does this child have difficulty

A. copying correctly from the blackboard?
_____Yes
_____No

B. reversing numbers and letters?
_____Yes
_____No

C. transposing letters in words? (Mixing the order of letters)
_____Yes
_____No

D. in forming letters, staying on lines, keeping letters same size?
_____Yes
_____No

E. mixing small and capital letters?
_____Yes
_____No

F. putting own thoughts into sensible sequence either orally and/or verbally?
_____Yes
_____No

9. Memory

As a rule, does this child have considerable difficulty

A. recalling spoken information in correct sequence and detail?
_____Yes
_____No

B. following spoken directions?
_____Yes
_____No

C. recalling accurately a prior visual experience and reproducing it on paper?
_____Yes
_____No

10. Auditory Comprehension

Does this child display deficiencies in auditory comprehension which are manifest in

A. immature level of understanding word meanings?
_____Yes
_____No

B. inability to follow instructions--often confused?
_____Yes
_____No

C. inattentiveness--unable to understand and follow class discussions and activities?
_____Yes
_____No

11. Spoken Language

Does this child often display marked deficiencies in the area of spoken language which are manifest in

A. immature use of words--primarily nouns; few precise, descriptive words?
_____Yes
_____No

B. incomplete sentences--numerous grammatical errors?
_____Yes
_____No

C. often seems to struggle for words to express self?
_____Yes
_____No

D. difficulty in relating ideas into logical sequence either orally or written?
_____Yes
_____No

E. inability to relate (draw together) isolated facts into a meaningful whole?
_____Yes
_____No

12. Motor Coordination

As a rule, is this child deficient in motor skills such as

A. coordination--poor at games and exercises?
_____Yes
_____No

B. extreme clumsiness--falling, tripping, bumping into objects?
_____Yes
_____No

C. manual dexterity--tying shoelaces, buttoning, zipping?
_____Yes
_____No

D. holding pencil?
_____Yes
_____No

E. coloring, cutting paper, tracing objects?
_____Yes
_____No

13. Orientation

Does the child often display the following "disoriented" tendencies?

A. Often late and confused regarding the meaning of time
_____Yes
_____No

B. Frequently confused about where he/she is in relatively familiar surroundings
_____Yes
_____No

C. Experiences difficulty in judging relationships (big-little, far-near)
_____Yes
_____No

D. Often unable to distinguish directions (left-right, up-down, north-south, etc.)
_____Yes
_____No

14. The achievement level of this child is extremely important. Please give accurate level at which child functions:

_____Reading
_____Arithmetic
_____Spelling

(Use standardized test scores on Grade Equivalent, if possible)

15. Is this child absent excessively?
_____Yes
_____No

Teacher_____Principal_____

Date_____School _____

Is there any information you have about this child not covered by this checklist that would be helpful in planning educational experiences for this child? If so, please add.

Injuries?_____
Severe Illness?_____
Birth Trauma?_____

Form 01-C

CHATTAHOOCHEE-FLINT C.E.S.A.

Referral Form for Behavior Disorders

ALL SECTIONS OF THIS FORM MUST BE COMPLETED.

DATE_____ TEACHER'S NAME_____

GENERAL INFORMATION:

CHILD'S NAME_____ SEX ( )Male ( )Female

AGE_____ DATE OF BIRTH_____ GRADE_____

SCHOOL_____ I.Q. and/or M.A._____ (if available)

REASON FOR REFERRAL (Be Specific)_____

_____

A. Teacher's estimate of this child's present level of achievement. Circle grade level on which child is functioning:

SUBJECT:	GRADE LEVELS:	COMMENTS:
Reading	K 1 2 3 4 5 6 7 8 9 10 11 12	
Mathematics	K 1 2 3 4 5 6 7 8 9 10 11 12	
Writing	K 1 2 3 4 5 6 7 8 9 10 11 12	
Speech-Language	K 1 2 3 4 5 6 7 8 9 10 11 12	
Other	K 1 2 3 4 5 6 7 8 9 10 11 12	

B. Indicate any special abilities and/or hobbies which the child has (Be specific):

_____

C. Handedness: ( )Right ( )Left ( )Mixed

D. Classroom Behavior. Indicate the behaviors that are most characteristic of this child:

____Short attention span
____Overactive
____Sullen or sulky
____Daydreams
____Destructive
____Quarrelsome
____Other
____Excitable
____Acts "smart"
____Lacks sense of humor
____Sad or depressed
____Difficulty concentrating
____Selfish
____Easily frustrated
____Difficulty following directions
____Difficulty completing work
____Overly sensitive
____Tattles
____Disturbs others (children)
____Extremely shy
____Highly aggressive
____Temper outbursts

Remarks:_____

E. Indicate how the child participates in group activities:

____Plays well with other children
____Actively engages in group activities
____Isolated by other children
____Accepted by the group
____Becomes aggressive in group play
____Teases other children
____Assumes leadership in a group
____Easily led by the group
____Interferes with activities of other children

F. Indicate your perception of the child's attitude toward authority figures:

____Demands attention
____Submissive
____Defiant
____Sensitive to criticism
____Fearful
____Impudent
____Indifferent or ignoring
____Cooperative
____Ignores school rules
____Stubborn
____Shy
____Jealous
____Overly anxious to please

G. Indicate the child's reaction to the following:

Praise: _____

Punishment: _____

Success: _____

Failure: _____

H. Nervous symptoms and other conditions:

____Bites nails
____Trembles
____Lisps
____Complains of headaches
____Stutters
____Steals
____Cries
____Bedwetting
____Blinks eyes
____Sucks thumb
____Stomach aches
____Unusual mannerisms

I. Indicate any physical impairments the student has:

_____

_____

J. GRADES K - 5 ONLY

Behavior Checklist

1. Exhibits school attendance problems:

   a. ____Is fearful of attending school and attempts to stay at home by feigning illness, etc.

   b. ____Complains of illness at school in attempt to avoid work or to be sent home.

   c. ____Throws temper tantrums in an attempt to avoid work at school.

2. ____Underachieves in academic areas.

3. ____Has poor peer relationship..

4. ____Displays much "attention seeking" behavior, such as constantly disrupting class and/or failing to attend tasks.

5. ____Is unable to adapt to new situations.

6. ____Is intolerant of changes in routine or environment.

7. ____Has short attention span.

8. ____Is unable to accept limits.

9. ____Is unable to complete tasks.

10. ____Constantly seeks to be first in most situations.

11. ____Is jealous of teacher's time--becomes upset when she pays attention to other children in the class.

12. ____Is withdrawn--never initiates talk with peers or teacher.

13. ____Often appears drowsy.

14. ____Disregards rules and regulations.

15. ____Constantly tells lies.

16. ____Behaves inappropriately for situations, such as laughing when sad, crying when happy, etc.

17. ____Exhibits frequent and severe mood shifts.

18. ____Is hypercritical of self--calls self dumb, etc.

19. ____Requests excessively to go to bathroom.

20. ____Constantly seeks verbal approval of everything he does.

21. ____Lacks sense of humor--is too serious-minded.

K. GRADES 6 - 12 ONLY

Behavior Checklist

1. ____Cannot or will not follow directions.
2. ____Shows off constantly and draws attention to himself.
3. ____Is irritable and restless.
4. ____Lacks interest--appears lazy, inattentive, daydreams.
5. ____Dislikes school.
6. ____Destroys school or peer's property.
7. ____Swears and uses profane language.
8. ____Is hyper-sensitive--over-reacts.
9. ____Is shy or self-conscious; is easily upset.
10. ____Exhibits overt sexual behavior.
11. ____Has very poor attendance record.
12. ____Behaves immaturely; lies constantly; cannot accept responsibility.
13. ____Needs constant reassurance.
14. ____Is unable to handle "normal growing problems."
15. ____Feels he is too mature for his surroundings; identifies too closely with adult world; behaves like "little adult."
16. ____Has experienced frequent suspensions or expulsion.
17. ____Is unable to relate to peers and/or authority figures.
18. ____Often appears drowsy.
19. ____Lacks sense of humor; is too serious-minded.

L. Indicate specific steps that you have taken in dealing with the student:

M. Were parents informed of this behavior? Yes_____ No_____

N. How did parents respond when informed of the problem?

When you have completed this form and have informed the child's parents of the reason for the referral, sign it and place in the special education box in your school.

_____
Teacher's Signature

REFERRAL FORM FOR SPEECH, HEARING, AND VISION

Name of Child_____ Teacher_____

Birthdate_____ School_____

Grade_____ Date of Referral_____

Person Making Referral_____

I. Program for which child is to be evaluated:

_____Hearing Impaired

_____Speech Impaired

_____Vision Impaired

II. For what reason is this child being referred?

_____

_____

_____

_____

III. What do you believe are the child's most notable problems?

_____

_____

_____

_____

_____ _____

Principal's Signature Teacher's Signature

(This form must be signed by principal and teacher.)

Form 01-E

PARENTAL CONSENT FOR EVALUATION

Date_____

Dear_____:
(Parent or legal guardian)

Your child,_____, has been referred for psychological and/or educational evaluation by:

(Name)	(Position)

Because of learning/behavioral problems, we believe that an assessment of your child's intellectual, emotional and academic status is needed in educational planning. The evaluator who works with your child may use tests of intellectual, emotional, perceptual and/or language function. In addition, prior to this evaluation your child will be screened for vision and hearing difficulties.

SHOULD YOU DESIRE TO ACCOMPANY YOUR CHILD TO THE EVALUATION AND/OR BE INFORMED OF THE SPECIFIC TIME AND DATE OF THE EVALUATION, YOU SHOULD CONTACT_____

_____IMMEDIATELY.
(School) (Phone Number)

Within 30 school days following the evaluation, you will be given the opportunity to discuss the results with the examiner. You have the right to challenge the results of the evaluation by presenting an independent evaluation by an approved examiner.

No change will be made in your child's educational program until you are consulted. You will be given the opportunity to participate in all program committee meetings when the educational recommendations for your child are being developed. Such meetings will be held at a preannounced time to enable you to be present, if you so desire.

In the event that no response is received from you within 15 school days, an appropriate school official will visit your home to determine the reason for lack of response.

Should you have any questions as to the reasons for the referral or the nature of the evaluation, you should call the school.

A local mediation process or an impartial hearing by a state hearing officer is available for the purpose of impartially judging the evaluation if a conflict exists. Either you or the local school system may file an appeal for mediation or a hearing within 15 days of lack of response or a signed negative response.

Please return the attached form indicating your agreement or unwillingness to have your child evaluated.

PARENTAL CONSENT FO EVALUATION

Please sign in both spaces provided and return this form indicating whether or not you agree to have your child evaluated.

I have read or have had read to me the attached letter requesting permission to evaluate my child, _____.

_____
(Signature: Parent or legal guardian)

Check Below:

_____ I agree for the _____ School System to carry out psychological and/or educational evaluation of my child. (You will be notified as to time and place.)

_____ I do not agree for the following reasons._____

_____

_____

_____ I do wish to be notified as to time and place of evaluation.

_____
(Signature: Parent or legal guardian)

_____
(Date)

FORM 02
11/78

FORM 03-A
11/78

PARENTAL CONSENT FOR PLACEMENT

Dear _____:

On _____, the Special Education Placement Committee of your child's school met. As a result of this meeting, the following recommendations were made regarding _____.
(Name of child)

The Special Education Placement Committee recommended that your child receive help through the _____ program located in _____.
(Name of program) (School)

Attached is a statement of the reasons for the proposed action, including specific tests or reports upon which the proposed action is based. Within 30 days of receipt of your consent for placement, an individual educational plan will be developed for your child. This plan will include levels of functioning, goals, objectives, methods and materials, regular program participation, initiation and deviation dates, and evaluation procedures. You may participate in the development of this plan by indicating your desire on the attached (or enclosed) parental consent form.

If there should be a question about this placement, you may request a conference or you may appeal this decision through established due process procedures. However, the burden of proof regarding the placement recommendations lies with the school system. In addition, an independent evaluation by a certified or licensed examiner may be obtained if you so desire.

The minutes of the Placement Committee, school files, records, and reports pertaining to your child are on file at the school and may be examined by you if you so desire. and copies may be obtained for a minimal fee.

A local mediation process or an impartial hearing by a state hearing officer is available for the purpose of impartially judging the placement decisions of the Special Education Placement Committee. Either you or the local school system may file a written appeal for mediation or a hearing within 15 days of lack of response or a signed negative response, if a conflict exists. Appeal to the Superintendent or Chairman of the Board of Education.

No change will be made in your child's educational program until you are consulted. You will be given the opportunity to participate in all program committee meetings when the educational recommendations for your child are being developed. Such meetings will be held at a preannounced time to enable you to be present if you so desire.

In the event that no response is received from you within 15 school days, an appropriate school official will visit your home to determine the reason for lack of response.

The attached form should be completed and returned to your child's principal as soon as possible.

_____ _____
(Special Education Coordinator) (Date)

PARENTAL CONSENT FOR PLACEMENT

I have read, or have had read to me, the following statement.

This is to certify that I am aware of the recommendation that _____ (name of child) participate in the _____ (program) at _____ (school).

I understand that this placement has been considered and recommended by the Special Education Placement Committee, and that it is believed to be the best educational placement at this time for my child.

_____ Yes, I do agree with this placement

_____ No, I do not agree with this placement.

Reasons for non-agreement: _____

_____

_____

_____ I would like a conference concerning my child's placement.

_____ Yes, I do wish to participate in the development of my child's individual education plan.

_____ No, I do not wish to participate in the development of my child's individual education plan.

_____
Parents or guardians Date

_____
Teacher Date

_____
Principal Date

FORM 03-A
11/78

PARENTAL CONSENT FOR INTERIM PLACEMENT

IN A CRISIS INTERVENTION PROGRAM

Dear _____:

As you have been informed, _____ (name) has been placed in a Crisis Intervention program on _____ (date). The Special Education Placement Committee recommends that your child continue to receive _____ (service) located in _____ (school) on an interim basis while referral procedures are being followed. He/She will participate in the program for _____ hours per day for a period not to exceed 20 school days.

The attached form should be completed and returned to your child's principal as soon as possible.

Sincerely yours,

_____
Special Education Coordinator

_____
Date

FORM 03-B

PARENTAL CONSENT FOR INTERIM PLACEMENT

I have read or have had read to me the following statement.

This is to certify that I approve of _____ (name)

participating in the _____ (program) at

_____ (school).

I understand that this temporary placement has been considered and recommended by the Special Education Placement Committee and that it is believed to be the best educational placement at this time for my child.

_____ Yes, I do agree with this interim placement.

_____ No, I do not agree with this interim placement.

Reason for non-agreement _____

_____

_____

_____ I would like a conference concerning my child's placement.

_____
Parents or guardians Date

_____
Teacher Date

_____
Principal Date

FORM 03-B

I. E. P. STAFFING REPORT

CHILD _____

Committee Members Present Staffing Date _____

Chairman: _____ _____ _____

_____ _____ _____

CURRENT FUNCTIONING:

1. Academics

2. Social

3. Behavior

4. Other

5. Testing

_____

_____

_____

_____

Recommended Services Time in Each

_____ _____

_____ _____

_____ _____

Service Coordinator _____ Program Responsible _____

Annual Goals _____

_____

_____

I have reviewed this report and agree with its contents:

Parent Signature _____ Date _____

Form 04-A

I. E. P.

SHORT TERM INSTRUCTIONAL OBJECTIVES

CHILD_____ PROGRAM(S)_____

SCHOOL(S)_____ TEACHER(S)_____ ENTRY DATE(S) FOR PROGRAM

_____ _____ _____

_____

ANNUAL GOAL_____

_____

_____

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I have reviewed this report and agree with its contents:

Parent Signature_____ Date_____

Form 04-B

Objective	Criteria for Mastery	Date Initiated	Person Responsible	Evaluation of Performance	Review Date

PROGRAM FOR EXCEPTIONAL CHILDREN

INDIVIDUAL EDUCATION PROGRAM: ANNUAL REVIEW

Child's Name_____

School_____

Date of Review_____

Committee Members Present at Review:_____

_____

_____

_____

(Chairman)

Summary Statement of Present Levels of Educational Performance (Include academic functional levels and other strengths and weaknesses)

_____

_____

_____

_____

_____

Recommendations for next year_____

_____

_____

_____

_____

Annual Goals for Next Year	Program Responsible	Hours per Week (if Resource)

I have reviewed this report and agree with its contents:

Parent Signature_____ Date_____

Form 04-C

NOTIFICATION OF STATE HEARING REVIEW

Dear _____:

Due to written request by _____ (name of parent), a meeting has been scheduled with the State Hearing Officer for the purpose of evaluating the appropriateness of the _____ (name of system) Special Education Placement Committee concerning _____'s (name of student) advised placement in a class for _____ (area of exceptionality).

This hearing will occur within 20 school days of the above request. The hearing will be conducted on _____ (date), at _____ (address) and begin at _____ (time).

As the parent of _____ (name of student), you may inspect, at reasonable times, copies of all records pertaining to your child developed by the school system or by its agents or employees, including all tests or reports upon which the proposed placement action was based.

The Hearing Officer will consider independent medical, psychological or educational evaluations by a certified or licensed examiner.

In addition, you may be represented at your own expense by counsel or other individuals at any stage of the hearing process.

The above hearing will be closed to the public unless you request, in writing to the State Hearing Officer, that the hearing be open to the public. However, in such an instance, the school system's attorney, appropriate staff members of the local board of education and other persons requested by either the school system or you and approved by the Hearing Officer may be present.

Both parties may present testimony or evidence to the review board and both parties will have the opportunity to question witnesses. Either party may lawfully subpoena or compel the attendance of witnesses during the due process hearing. All proceedings will be recorded on tape or by other appropriate means. The burden of proof as to the appropriateness of any proposed action will be upon the local school system.

At the conclusion of the hearing the State Hearing Officer shall report the decision to all concerned parties in writing within a reasonable period of time, but not to exceed 20 school days. The written decision of the State Hearing Officer shall be based solely upon the evidence presented at the hearing and shall include a summary of the hearing and the reason for the decisions. As the parents, you have the right to receive a copy of the written findings of fact accompanying the decision of the hearing.

The written findings or decisions of the State Hearing Officer are to be transmitted to the State Advisory Panel for Special Education.

The State Hearing Officer has the authority to confirm or reject the recommended special education programs for your child.

Unless an appeal is made within 30 days for Civil Action the decision will be binding on all parties.

Sincerely,

_____

Chairman

_____

Date

NOTIFICATION OF LOCAL MEDIATION

Dear _____,

On _____ (date), a request was initiated for a mediation conference regarding the special education services to be provided _____. The mediation process will provide an opportunity for you to discuss your differences and hopefully to resolve them. It should be noted that the informal mediation process will in no way defer or interfere with a due process hearing which may have been requested by either party involved.

This conference will be held on _____ (date), at _____ (time) at _____ (place). Prior to this meeting, you may examine all records pertaining to your child. If you should so desire, an independent evaluation will be considered. You may be represented by a third party at this time. If you should desire to have someone accompany you, please notify me. You will be provided opportunity to present all concerns and evidence regarding your child's educational program.

The proceedings will be recorded and you will be provided written findings of fact accompanying the decision of the mediation. The burden of proof regarding the appropriateness of your child's program will be upon the local school system.

If you have any questions prior to this mediation, please let me know.

Sincerely,

_____
(Mediator)

_____
(Date)

NOTICE OF REFERRAL

_____
(Date)

Dear _____
(Parent or legal guardian)

Your child _____ _____ is expesiencing learning/behavioral problems of such a nature as to interfere with his/her success at school. Your child will be referred for assessment of intellectual, emotional and academic status. A comprehensive assessment is necessary for instructional planning for your child.

At a later date you will receive a form to sign which will describe in detail the procedure for this assessment.

_____
(Principal)

_____
(Date)

(Copy to be kept on file in school.)

FORM 06-A

NOTICE OF REFERRAL

FOR RE-EVALUATION

_____
(Date)

Dear _____:
(Parent or legal guardian)

Your child, _____, has been receiving
(name)
special help through the _____ class.
(type)
After a specified period of time, a re-evaluation of your child's intellectual, emotional and academic status is required by law. This is to notify you that your child has been referred to Chattahoochee-Flint C.E.S.A. Psychological Services for this comprehensive re-evaluation. This referral was made on _____.
(date)

If you would like to be notified as to the time and place of evaluation, you should contact _____,
(school)
_____ immediately.
(phone number)

_____
Principal

_____
Date

FORM 06-B

CHATTAHOOCHEE-FLINT
COOPERATIVE EDUCATIONAL SERVICE AGENCY
P. O. Box 588
AMERICUS, GEORGIA 31709

HOMER D. FOREMAN
DIRECTOR
912-928-1290

AMERICUS CITY
CHATTAHOOCHEE COUNTY
CLAY COUNTY
CRISP COUNTY
DOOLY COUNTY
HARRIS COUNTY
MACON COUNTY
MARION COUNTY

TED TURNBOUGH
SPECIAL EDUCATION DIRECTOR
912-928-1292

QUITMAN COUNTY
RANDOLPH COUNTY
SCHLEY COUNTY
STEWART COUNTY
SUMTER COUNTY
TALBOT COUNTY
TAYLOR COUNTY
WEBSTER COUNTY

MEMORANDUM

TO: Principals and Contact Persons

FROM: Ted Turnbough

It is the option of the local district to include CESA personnel as members of placement committees to assist local personnel with placement decisions, the development of I.E.P.'s and in meeting the Due Process requirements of state and federal law. Due to the large volume of required services, the schedules of certain CESA personnel must be set well in advance. For this reason, it is necessary that requests for CESA participation in staffings be submitted at least two weeks in advance and that alternate dates be listed.

In order to request the participation of CESA personnel on placement committees, please complete the attached form.

If you have any questions concerning this matter, please contact the CESA Special Education Department. It is our desire to work with you in every way possible to maintain effective programs in Special Education.

Form 07

CHATTAHOOCHEE-FLINT

COOPERATIVE EDUCATIONAL SERVICE AGENCY

P. O. BOX 588

AMERICUS, GEORGIA 31709

REQUEST FOR CESA STAFFING PARTICIPATION

_____
Date

School _____ System _____

Student	Area of Exceptionality
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Proposed Date of Staffing	Time of Staffing
1st Choice	
2nd Choice	

CESA Personnel Requested

1. Coordinator - Special Education _____
2. Psychometrist _____
3. _____ _____
_____ _____

_____
Principal

(To Be Completed By CESA Director of Special Education)

CONFIRMATION

Date of Staffing _____ Time _____

CESA Personnel

1. Coordinator of Special Education _____
2. Psychometrist _____
3. _____ _____
_____ _____

_____ _____
Date CESA Director of Special Education

Form 07

_____

_____
Date

Dear _____:

A meeting of the school placement committee of _____ _____ has been scheduled for the purpose of deciding on an appropriate educational placement for _____. The committee will be composed of the following people: (1)_____ _____ (2)_____ (3)_____ (4) _____ (5)_____. Our intention is to provide each student with an educational program which is suited to his or her own abilities and needs. The committee will review the results of various tests and will consider reports from teachers and/or other school personnel before any educational planning is done. The meeting will take place at _____ on (date)_____ at (time)_____.

You are encouraged to participate in this meeting, to make recommendations or ask questions related to your child's educational program, and to assist in the preparation of an educational plan.

Sincerely,

_____
Principal

Form 08

AUTHORIZATION TO RELEASE INFORMATION

I hereby authorize

Agency: _____

_____

_____

to release all available educational, psychological, immunization, screening and _____ (other) information on my child, _____ (Name of child), _____ (Birthdate).

to

Agency: _____

_____

_____

I understand and agree to the above statement.

_____ (Signature)

_____ (Date)

(Authorization to be kept on file.)

FORM 09

DUE PROCESS CHECKLIST

_____SCHOOL SYSTEM

STUDENT NAME_____ SCHOOL_____

DATE OF BIRTH_____

	DATE	FORM IN FILE
1. Referral Completed (01)	_____	_____
2. Notice of Referral sent to Parent (06)	_____	_____
3. Consent for Evaluation (02)	_____	_____
(Parent wishes to be notified of time and place.) (Yes ____ No ____)	_____	_____
4. Cognitive Screening	_____	_____
Hearing Screening	_____	_____
Vision Screening	_____	_____
Screening Review	_____	_____
5. Psychological Evaluation	_____	_____
6. Parent Notified of Staffing Date (08)	_____	_____
7. Staffing -		
Staffing Report (IEP) (04-A)	_____	_____
Short Term Objectives (IEP) (04-B)	_____	_____
8. Consent for Placement (IEP) (03)	_____	_____
9. Annual Review (IEP) (04-C)	_____	_____

In order to comply with State and Federal law, related to Special Education Placement, it is necessary that all of the listed steps be accomplished. This checklist is provided to assist principals in the documentation of Special Education Due Process Procedures. A copy of this checklist may be included with each student's file.

Form - 10

_____ SCHOOL SYSTEM

SPECIAL EDUCATION CONTACT REPORT

STUDENT NAME_____ SCHOOL_____

BIRTHDATE_____ AGE_____

NAME OF MOTHER_____

FATHER_____

GUARDIAN_____

PERSON CONTACTED	RELATIONSHIP TO CHILD

PERSON MAKING CONTACT	RELATIONSHIP TO CHILD

METHOD OF CONTACT: Letter/Memo ____
Telephone ____
Visit ____

REASON FOR CONTACT

RESULTS OF CONTACT

Form 11

_____ COUNTY SCHOOLS

VISION SCREENING FORM

Child's Name _____

School _____ DOB _____

Date of Test _____

Check One

Routine vision screening indicated no significant vision problem. _____

*Routine vision screening indicated the possibility of a significant vision problem. _____

Name of Tester _____

Position _____

*Please report the accuity score of any child who fails the vision screening.

	Left Eye	Right Eye
With Glasses	20/	20/
Without Glasses	20/	20/

Any child who fails the vision screening should be referred for an indepth vision evaluation.

Form 12

_____ COUNTY SCHOOLS

HEARING SCREENING FORM

Child's Name _____

School _____ DOB _____

Date of Test _____

Check One

Routine hearing screening indicated no significant hearing problem. _____

*Routine hearing screening indicated the possibility of a significant hearing problem. _____

Name of Tester _____

Position _____

*Any child who fails the routine hearing screening should be referred for an indepth hearing evaluation.

Form 13

_____ SCHOOL SYSTEM

DUE PROCESS RECORD

STUDENT'S NAME	REFERRAL COMPLETED #1	NOTICE OF REFERRAL SENT #6	PERMISSION FOR PSYCHOLOGICAL TESTING #2		DATE SIT OR OTIS LENNON GIVEN	DATE OF VISION SCREENING	DATE OF HEARING SCREENING	DATE REFERRAL SENT TO CESA 01	TEST SCHEDULED DATE/TIME PLACE	PARENTS NOTIFIED OF DATE/TIME PLACE		DATE TEST COMPLETED	DATE TEST RESULTS FILED
			PERMISSION GRANTED	PERMISSION DENIED						NOTICE SENT	PLAN TO COME		

123

Form

127

128

_____ SCHOOL SYSTEM

DUE PROCESS RECORD

STUDENT'S NAME	STAFFING NOTICE SENT TO PARENTS (FORM 08)		STAFFING HELD DECISION FORM 4-A FORM 4-B	DATE PARENTS GIVEN NOTICE OF STAFFING DECISION	PARENTAL PERMISSION FOR PLACEMENT SIGNED 3-A		STUDENT PLACED DATE/CLASS	ANNUAL REVIEW 4-C
	PLAN TO ATTEND	WILL NOT ATTEND			PERMISSION GRANTED	PERMISSION DENIED		

125131

_____ SCHOOL SYSTEM

DUE PROCESS PROCEDURES

STEP	PROBLEM	ACTION	PERSON RESPONSIBLE	FORM NO.	FILE COPY	FURTHER ACTION
1.	Problem observed	Make thorough observation and decision to refer for testing	Teacher, counselor, parent or other appropriate school personnel			Make Referral 01
2.	Referral has to be completed	Complete appropriate referral (1) form- Submit to principal. Send notice of referral to parent (6)	Referring teacher, etc.	01 06		Forward to Sp. Ed. Coordinato
3.	Parental consent for evaluation	Form (2) must be signed yes by parent/guardian & returned to schoo!	Principal	02	2	Forward to Sp. Ed. Coordinato for Screening
4.	Arrange for screening-- cognitive, vision, hearing Review screening data	Schedule necessary screening test/ compare data with criteria for possible further testing.	Sp. Ed. Coordinator	Slos-son or Otis-Len- non Vision Hearing	Slos-son Otis-Len- non Vision Hearing	Forward to CESA Psycholo- gical Services
5.	Schedule Staffing	Invite members of S.E. Placement Committee & parents to attend (Time & Place)	Principal	Let-ter Phone 08	08	Hold Meeting

6.	Staffing	Recommended services & long term IEP will be formulated	Sp. Ed. Placement Committee	04-A	04-A	Need signature of parent
7.	Parental consent for placement	The chairman of Sp. Ed. Placement Committee will interpret the recommendation/or explain alternatives	Principal	03-A	03-A	Need signature of parent
●	Notification to parent	The program in which the student is to be placed will notify the S.E.C. & parents of placement date or waiting list status	Assigned Sp. teacher or principal			
9.	Short term IEP	An individual plan is developed for the student based on the recommendations of the staffing committee and parents	Assigned Sp. teacher	04-B	04-B	Need signature of parent
●	Annual review	Review of IEP (Present level of performance)	Sp. Ed. Placement Committee	04-C	04-C	Need signature of parent- Recommendations made for next school year

Form 15

NOTICE TO PARENTS

Section 121 a. 573 of the final Rules and Regulations regarding P.L. 94-142, The Education for All Handicapped Children Act of 1975, requires each public agency including the _____ School System, to inform parents of the following:

All personally identifiable information collected, maintained, or used to locate, identify, evaluate, and place any individual in any class or program for exceptional children will be destroyed at the request of the parent or student (if aged 18 or above and not declared legally incompetent) if such information is no longer needed to provide educational services.

Because such records are often needed for social security and other benefits, information will be destroyed only if requested in writing by the parent. Even in the event the parent requests destruction, a permanent record of a student's name, address, phone number, grades, attendance report, classes attended, grade level completed and year completed will be maintained by the school system.

Before any information is destroyed, the parent may receive a copy of all information for the cost of duplication.

Upon leaving the public schools of the _____ School System or upon termination of special education services while your child is still in attendance in regular classes, the personally identifiable data on your child will be maintained unless otherwise instructed in writing to destroy such information.

In addition to the destruction of personally identifiable data in relation to special services, a parent who believes that data collected or maintained is inaccurate or misleading, or violates the privacy or other rights of the child, may request the _____ School System to make amendments to the data.

The _____ School System shall decide whether to amend the data in accordance with the request within a reasonable period of time of receipt of the request, but not to exceed thirty (30) school days.

If the _____ School System decides to refuse to amend the data in accordance with the request, it shall in writing so inform the parent of the refusal, advise the parent of the right to a hearing and provide an opportunity for a hearing to challenge the data. The hearing required to be held shall be conducted according to procedures as outlined in Procedural Safeguards, Due Process, and Hearing Process of the Program for Exceptional Children Comprehensive Plan. These points will be contained in the letter. If, as a result of the hearing, the school decides the data is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall inform the parents of their right to place in the records it maintains on the child a statement commenting on the data and setting forth their reasons for disagreeing with the decision of the agency.

Any explanation placed in the records of the child shall be maintained by the school system as part of the records of the child as long as the record or contested portion thereof is maintained. If the records of the child, or the contested portion thereof, are disclosed to any party, the explanation shall also be disclosed to the party.

The _____ School System will insure that all hearing boards will maintain confidentiality.

All inquiries should be made to _____

_____.

Form 16

NOTICE TO PARENTS

Section 121 a. 506-508 of the final Rules and Regulations regarding P.L. 94-142, The Education for All Handicapped Children Act of 1975, requires each public agency including the _____ _____ School System, to inform parents of the right of parents of handicapped children or the _____ School System to initiate an impartial due process hearing in the event that there is a disagreement concerning a handicapped child's identification, evaluation or educational placement.

The first step in the event that a disagreement occurs will be to provide opportunity for the concerned parties to meet informally to mediate their differences. Any persons requested by the parents or the _____ School System may participate in the mediation sessions.

In the event that the mediation process fails to satisfactorily settle the differences, an appeal may be conducted by a Regional Hearing Officer trained and appointed by the State Department of Education.

Upon oral or written appeal to the superintendent or chairman of the board of education:

1) The hearing will be scheduled to occur within 20 school days of the receipt of the official appeal including the date, time and location of the hearing.

2) Parents may inspect, at reasonable times, copies of all records pertaining to their child developed by the school system or by its agents or employees, including all tests or reports upon which the proposed placement action was based.

3) Parents may obtain for their child an independent medical, psychological or educational evaluation from an approved examiner.

4) Either party may be represented at his/her own expense by counsel or other individuals at any stage of the hearing process.

5) Parents will be informed of any free or low cost legal or other relevant services in the area, if requested.

6) The hearing will be closed to the public unless the parent requests, in writing to the Regional Hearing Officer, that the hearing be open to the public. However, in such an instance, the school system's attorney, appropriate staff members of the local board of education and other persons requested by either the school system or the parents and approved by the Hearing Officer may be present.

7) Both parties may present testimony or evidence to the Hearing Officer and both parties will have the opportunity to question witnesses.

8) Either party may lawfully subpoena or compel the attendance of witnesses during the due process hearing.

9) Parents may have the child who is the subject of the hearing present.

10) All proceedings will be recorded on tape or by other appropriate means.

11) Parents have a right to written findings of fact accompanying the decision of the hearing.

12) The burden of proof as to the appropriateness of any proposed action will be upon the local school system.

13) The Regional Hearing Officer has the authority to confirm or reject the decisions of all concerned parties.

14) The decision of the Regional Hearing Officer will be binding on all parties. Appeal of the decision is made to Civil Court.

15) At the conclusion of the hearing, the Regional Hearing Officer shall report the decision to all concerned parties in writing within a reasonable period of time, but not to exceed 20 school days.

16) The written decision of the Regional Hearing Officer shall be based solely upon the evidence presented at the hearing and shall include a summary of the hearing and the reasons for the decisions.

17) The written findings or decisions of the Regional Hearing Officer are to be transmitted to the Advisory Panel.

All inquiries or requests for hearings should be made to:

_____

_____

_____

Form 18

RECORD OF ACCESS

Student Name _____
Last First Middle

Birthdate ___/___/___
Mo. Day Year

School _____

Name & Address of Person	Date Requested	Purpose	Authorizing Signature	Date Viewed or Mailed

EVALUATION REPORT

SUGGESTED FORMAT

Child: _____

Date of Birth: _____ Age: _____

Sex: _____ Grade: _____

School: _____ Teacher: _____

Reason for referral:

Assessment techniques or instruments used:

Assessment Tool	*Evaluator*	*Date*

Observations during testing situations:

FORM 10

Results of assessment:

	Present Level of Functioning
Physical Development	
Cognitive Development	
Social/Emotional Development	
Educational Performance	
Data Interpretation: Student's Strengths and Needs	

Eligibility Recommendation:

Signed _____

Date _____

L.D. EVALUATION REPORT

System _____ _____ School _____

Student _____ Date of Staffing _____

DOB _____

Grade _____

I. Statement of L.D. Status (include results of evaluation, basis for determination, relevant behavior and achievement)

II. Relevant Medical Findings

III. Socio-Economic Factors

IV. Special Education Required

V. Multidisciplinary Team

Name	Position

VI. I certify that this report reflects my conclusions of the subject.

Name	Date	Name	Date

VII. I certify that this report does not reflect my conclusion of the subject and I agree to submit a separate report.

Name	Date	Name	Date

L.D. CRITERIA CHECKLIST

Check

____ 1. Student does not achieve commensurate with his or her age and ability, when provided with appropriate learning experiences.

____ 2. Student has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- ____ a. Oral Expression
- ____ b. Reading Comprehension
- ____ c. Basic Reading Skills
- ____ d. Written Expression
- ____ e. Listening Comprehension
- ____ f. Math Reasoning
- ____ g. Math Calculation

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